DOCUMENT RESUME

ED 400 436 CE 072 799

TITLE	Iowa CASAS Pilot Project Reports. The Third Year...An Evaluation of CASAS Effectiveness in Iowa's Adult Basic Education Programs: A 353 Project Report.
INSTITUTION	Iowa State Dept. of Education, Des Moines. Div. of Community Colleges.
PUB DATE	Sep 96
NOTE	100p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Adult Students; *Basic Skills; Community Colleges; Evaluation Methods; Feasibility Studies; Pilot Projects; *Student Evaluation; Two Year Colleges
IDENTIFIERS	353 Project; *Comprehensive Adult Student Assessment System; Iowa

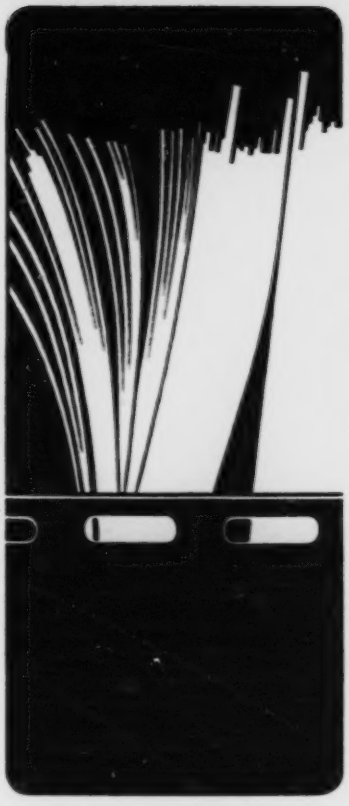
ABSTRACT

This publication contains the reports for six Iowa Comprehensive Adult Student Assessment System (CASAS) pilot projects conducted at the following community colleges: Northeast Iowa Community College, Eastern Iowa Community College, Kirkwood Community College, Western Iowa Tech Community College, Indian Hills Community College, and Southeastern Community College. Each pilot project report consists of these types of information: type of location; level of students; numbers of teachers, staff, and learners; types of CASAS materials; CASAS assessment instruments; results of pre/postassessment; adaptability of CASAS to adult basic education learners; interagency cooperation; and anecdotal comments. The collective perceptions of these pilot project reports indicate the following: CASAS has a great degree of flexibility and adaptability in a variety of adult basic education classroom environments; a positive gain of 4-8 standard score points is found between pre- and posttesting on the CASAS scale; the students appear to perform well with the CASAS system because of its competency-based approach to instruction, curriculum, and assessment; and the CASAS system has direct applicability to critical life and employability skills. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ED 400 436



Iowa CASAS Pilot Project Reports

the third year...

An Evaluation of CASAS Effectiveness in Iowa's Adult Basic Education Programs: A 353 project report.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H G Truett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

CE0122795

September 1996

Iowa CASAS Pilot Project Reports

An Evaluation of CASAS Effectiveness in Iowa's Adult Basic Education Programs: A 353 project report.

Iowa Department of Education
Division of Community Colleges
September 1996

Preface

The purpose of the Iowa Comprehensive Adult Student Assessment System (CASAS), Pilot Site Projects was to determine the flexibility and feasibility of utilizing CASAS in a variety of adult basic skills instructional locations coordinated through Iowa's community colleges. A variety of pilot sites and community colleges were chosen to participate in the pilot test activities. The pilot test activities began in the fall of 1992 and continued through the summer of 1996. This publication is the third report concerning statewide pilot test results. This publication contains the reports for all of the CASAS pilot projects. The community colleges involved in the CASAS pilot projects were:

- Northeast Iowa Community College
- Eastern Iowa Community College
- Kirkwood Community College
- Western Iowa Tech Community College
- Indian Hills Community College
- Southeastern Community College

The collective perceptions of the pilot project reports indicated:

- CASAS has a great degree of flexibility and adaptability in a variety of adult basic education classroom environments.

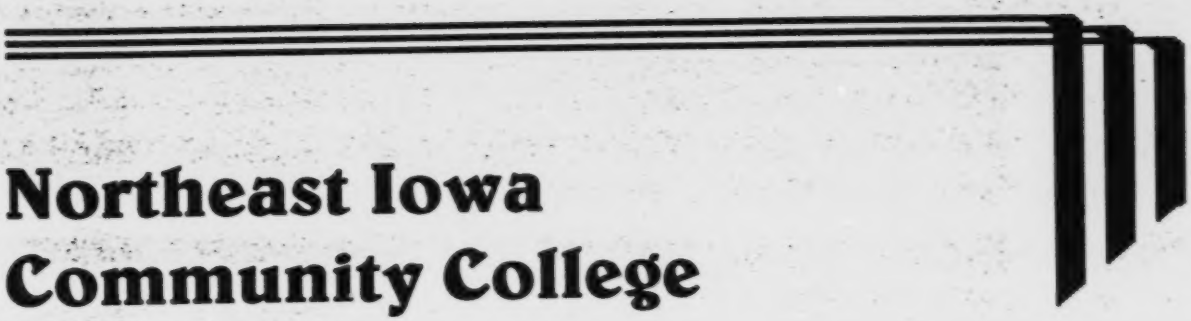
- There appears to be a positive gain of 4-8 standard score points between pre and post-testing on the CASAS scale based on an overall average of 60 to 70 hours of instruction.

- The students appear to perform well with the CASAS system because of its competency based approach to instruction, curriculum and assessment.

- The CASAS system has direct applicability to critical life and employability skills.

The community colleges will continue pilot testing of CASAS to insure that CASAS retains the flexibility and adaptability which, to this point, has proven to be effective.

The pilot project reports are divided by the colored divider pages bearing the name of each participating community college. This method allows the reader easy access to any report or appendix.



Northeast Iowa Community College

BEST COPY AVAILABLE

CASAS

PILOT PROJECT

July 1995 - June 1996

Submitted by:

Mary L. Strom, Coordinator
Adult Basic Education
Northeast Iowa Community College
700 Main Street Ste 1
Dubuque, IA 52001-6820

Pilot Site Teachers:

Tammy O'Brien
June Rovang
Carlotta Schmidt

CASAS Pilot Site Report

Northeast Iowa Community College
Dubuque/Calmar, Iowa
July 15, 1996

Northeast Iowa Community College was again pleased to have the opportunity for continuation of the CASAS Pilot Project in order to further explore the benefits of competency based education. A new Adult Basic Education teacher had much to learn about integrating assessment, curriculum and instruction. All teachers needed time to develop applied learning materials and experiment with methods which would engage the adult learner.

I. Type of Location and Level of Students

NICC continued the CASAS Pilot Project in two diverse sites. Site A was located in a sheltered workshop offering pre-employment skills and job training for 70 mentally challenged adults. Site B was located in an urban learning center offering open entry, open exit basic skills instruction to many Promise Jobs clients. Those selected for the pilot group were beginning and intermediate ABE learners with multiple barriers to achieving their educational goal. Problems which these students brought to class were loss of job, caring for and supporting children as a single parent, housing problems, emotional and physical health problems, family problems, and living on a limited income. These problems were reflected in sporadic attendance and a high drop-out rate.

II. Number of Teachers and Learners

One teacher facilitated learning at site A with nineteen learners voluntarily participating in assessment and instruction. These mentally challenged adults all had an individual program plan (IPP) with basic skills or life skills identified as a goal. Thirty-six hours of individual and small group instruction was offered.

Two teachers facilitated learning at site B with instruction offered on a trimester basis. Seventy five instructional hours were scheduled for the

summer session One hundred twenty instructional hours were scheduled for the fall and the spring session. Due to family and health problems, the learners who did not drop out attended approximately 45% of scheduled instructional hours.

III. Types of CASAS Materials

Curriculum materials were selected based on CASAS assessment scale scores, individual and group profiles, oral interview, a self-interest inventory, and individual's program plan.

Site A Learners:

Learners assessed at <200 (Level 2A-5A) on the CASAS scale learned best through hands-on instruction with real life objects. Applied learning was a part of every session. Teaching math skills in the context of consumer economics was a high priority. Competencies in which learners needed the most work were:

1.1.6 Count, convert, and use coins and currency, and recognize symbols as ($) and (.).
1.5.2 Plan for major purchases.
1.5.3 Interpret bills
1.3.7 Interpret information or directions to locate merchandise.
3.5.0 Understand basic principles of health maintenance.
1.2.5 Interpret letters, articles, and information about consumer related topics.

Learners in this group made on-site visits to the grocery store and compared prices by unit price using the calculator. Learners enjoyed the Amusement Park Game by DLM which taught practical money skills.

Publishers materials for the 2A - 5A groups included:

* The Cedar Rapids Gazette: Monday, March 28, 1994
  Build Your Own Food Pyramid

* U.S. Dept of Agriculture
  Food Guide Pyramid

* New Readers Press
  Eating Right

* Steck Vaughn
  Decisions For Health

* Southwestern
  Budgeting Your Time and Money

* DLM
  Moving Up in Money
  Amusement Park Game
  Functional Signs

* SRA
  All Purpose Photo Library

Site B Learners: (GIFTS)

One of the first activities initiated at Site B was a discussion of the talents and abilities that each brought to class. As a result, CASAS Pilot class learners decided to rename the class GIFTS, Group Instruction For Talented Students!

Materials were developed by the teacher to meet needs as indicated by the CASAS Life Skills assessment pre-test. The CASAS group profile provided direction for prioritizing and selecting curriculum materials based upon learner needs. Reading, writing, math, listening and speaking were integrated in a life skills and an employability context. Both contexts were addressed because of the make-up of the class.

Attitude and self-esteem were also addressed. One teacher presented a series of lessons focused on what attitude is and how attitudes are produced, changed, and communicated. Learners realized that attitude impacts everything one does. Another teacher focused on self-esteem. Learners discussed topics such as how to get along with others, judging others and themselves, what makes "me" feel good, and the decision-making

process. Learners and teachers developed a good rapport which fostered a positive learning environment.

The local daily newspaper, USA Today and TV News Game were rich resources for both employability and life skill instruction. Realia included restaurant menus, maps, thermometers, parenting and health videos, and forms from many different sources (leases, banks, job service, Red Cross, store sales slip, and medical office). Community resource people made presentations one to two times each month. The topics for these presentations are listed below.

"Rental Concerns" and "How To Deal With Housing Problems in a Positive Manner"
by City of Dubuque Housing Department staff.

"Understanding Young Children"
by Mercy Health Center Education Department

"Dealing with Stress"
by Lutheran Social Services staff

"Facts About Aids"
by City of Dubuque Health Department
"Facts About Cancer and Cancer Prevention"
by Thomas Lally, MD
Finley Hospital Wendt Cancer Center

"Culture and Geography of Ireland"
by Maxine Griep, Volunteer Tutor

"Community Oriented Police System (COPS)"
by Dubuque Police Dept

"Gang Awareness"
by Dubuque Police Dept

"Information on First Aid"
by Dubuque Chapter of American Red Cross

During the first trimester, the teacher utilized the Family Literacy Curriculum developed by Piedmont Community College, Roxboro, North Carolina and marketed by CASAS. Life Skills with a family focus were especially appropriate for this group.

Publishers and materials included are:

CASAS
Family Literacy Curriculum Design Manual

Contemporary Books, Inc.
Number Power 2 - 6
Essential Skills for the Workplace
Ready to Work "Winning at the Job Game"
Communication Skills That Work Books 1 & 2
Building Basic Skills in Reading
Math Skills That Work Book 1 & 2
Lifescenes: Reading and Writing for Comprehension

Southwestern Publishing
Self-Esteem and Getting Ahead

Dale Seymour Publishing
Mental Math in Daily Life
Math Games and Activities by Shoecraft

The Learning Works, Inc.
U.S. Geography Journey

Harcourt Brace Jovanovich
Reading Skills Workbook

Steck Vaughn
Maps & Globes & Graphs 2&3
Life Skills for Today's World
Values Library Series
The Self-Esteem Library Series
Decisions for Health, 1 & 2

MacMillan
Daily Oral Language Series

Richards & Taylor Video Productions
Successful Parenting Series 1 - 3

Medical Associates HMO Videos
Health Education Series

Other Materials
OREGON 353 Ideas that Work for ABE
PLATO Software by TRO Learning, Inc
SKILLS BANK Software
Fiddler on the Roof and Schindler's List, full length feature films (both films are referenced in the Pre-GED texts and learners need an understanding of their content.)

IV. CASAS Assessment Instruments

The CASAS Locator test for special populations was used to determine level of Site A, mentally challenged learners. Learners were subsequently pre-tested and post-tested with Level 2A, 3A, 4A or 5A, Form 300 Series.

The CASAS Life Skills Appraisal, Form 30, was used to determine level of Site A and Site B, beginning and intermediate learners. These students were pre-tested and post-tested with the Level A - D, Form 30 series.

V. Results of Pre/Post Assessment

Site A - Sheltered Workshop, Decorah

*Number of students remaining in program who were pre/post tested as of June, 1996 19

*Average contact hours in attendance 36

*Group I Levels 2A - 5A (Non Readers)

Pre-test	Post-test	Gain
182.8	185.7	+2.9

Range of Scale Scores	171 - 195

*Group II Levels A - D (Readers)

Reading Pre-test	Reading Post-test	Loss
212.4	210.7	(-1.7)

Range Scale Scores - Reading	199 - 224

Math Pre-test	Math Post-test	Gain
194	197.3	+3.3

Range Scale Scores - Math	180 - 210

Site B Urban Learning Center - Dubuque (GIFTS)

*Number of students remaining in program who were pre/post tested as of June 1996 13

*Average contact hours in attendance 54

*Average Life Skills Reading (Levels A - D)

Pre-test	Post-test	Gain
227.8	232.3	+4.5

*Average Life Skills Math (Levels A - D)

Pre-test	Post-test	Gain
215.5	222.2	+6.7

*Range of Scale Scores Reading 211 - 247

*Range of Scale Scores Math 195 - 249

Attendance at Site A serving mentally challenged was very constant. Average attendance at Site B serving beginning and intermediate learners with multiple barriers was forty-five percent of scheduled instructional hours.

VI. Adaptability of CASAS to ABE Learners

Pilot site teachers agreed that CASAS which uses a scale score correlated to CASAS levels serves the gamut of ABE learners.

VII. Interagency Cooperation:

Cooperation at Site A, a sheltered workshop was supportive and positive. Administrative personnel at Site A workshop requested continuation of the pilot project. CASAS will be the assessment tool for present and incoming clients. Instruction and curriculum will be designed to meet student needs within the workshop educational component.

The Dubuque Employment Service Workforce Center will continue to use the CASAS ECS 130 as a screening tool for referral to Basic Skills classes. JTPA uses the CASAS 400 series assessment for the JTPA Summer Youth Remediation project. The CASAS ECS is NOT currently used as an assessment tool in SDA8.

VIII. Anecdotal Comments

Site A, Sheltered Workshop, saw one learner moving to a supportive work environment and subsequently keeping a job in a supermarket.

Site A learners made greater progress in math than reading. The instructor attributes this to a strong emphasis on math skill building related to money skills, comparative shopping and consumer related issues.

Site B (GIFTS) learners appeared to have limited life experiences and with a limited knowledge base. They had not traveled outside of the tri-state area.

They had limited exposure to literature and news print. It was necessary to spend time developing and understanding the vocabulary in which they were working. They did not understand the meaning of holocaust or detention camp in a certain article. To expand their knowledge the video Schindler's List was viewed. This is one example of why it was necessary to enhance their base of knowledge.

Learners requested presentations from community speakers. The topics chosen were by learner request. They learned to listen and were encouraged to ask questions. Discussing the issues became a group activity. Group discussion encouraged all participants to think, problem solve and communicate more effectively.

Learners commented positively about group activities in the GIFTS class.

- I learn from the other students.
- I have a part in deciding what is studied.
- Many examples are given when we learn something new.
- I am not as confused.
- I don't understand directions when I read them to myself. In class we go over directions before we begin.
- I need to have things explained more than once, and I can get that easier in the class.
- I like working together on assignments.
- I learned to be positive about life.
- I learned how to be a better student.
- The presentation on "Why I Like Myself" helped me.

OTHER OBSERVATIONS

Learners like feedback which shows progress in the form of point gain on a certificate. The GED is a long term goal and knowing that they are making progress keeps them motivated and coming. The CASAS system demonstrates movement by scale score far below the GED

Teachers using the CASAS system need more opportunities to network and discuss integration of curriculum, assessment and instruction. A method or set of materials which works for one may also work for another. A mentoring system for new ABE teachers would enhance acceptance of the new assessment tool. Many ABE teachers continue to focus on workbook driven curriculum. Auditory learners benefit from group instruction. Learning disabled participants benefit from varied instructional techniques. ABE programs should continue to build in opportunities for applied learning. Staff development statewide would be enhanced in the areas of curriculum design and instruction.

It is a challenge to catch ABE learners for post-tests. They are mobile and consumed with family and personal problems. Often they simply drop without informing the teacher. ABE staff must strive to build in a sense of responsibility.

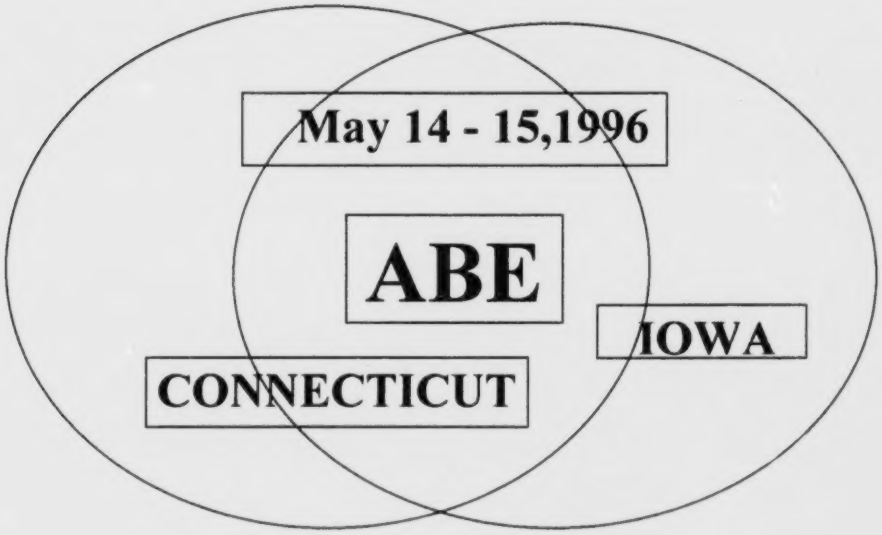
Pilot site teachers remain enthused about the flexibility of the CASAS system. They look forward to continuation using CASAS assessment tools, selecting curriculum to meet student needs and providing meaningful instruction.

"One doesn't discover new lands without consenting to lose
sight of the shore for a very long time."
Andre Gide (1869-1951)

O:\cont_ed\strom\casas96\hartwig.rpt

Connecticut Visitation

BEST COPY AVAILABLE



Compiled by: Mary L. Strom, Coordinator
Adult Basic Education
Northeast Iowa Community College
Dubuque, Iowa

Submitted to: Dr. John Hartwig
Bureau of Educational and Student Services
Iowa Department of Education

INTRODUCTION

Iowa and Connecticut are similar in that they are both facing challenges in dealing with welfare reform and a workforce in transition.

Connecticut lost its silver and brass manufacturing to Japan. The decline of the defense industry lead to the loss of submarine manufacturing. The state's large insurance industries centered in Hartford downsized. Southern Connecticut shows one of the greatest income disparities in the nation with the city of Weston's median household income at $104,500 and Bridgeport's at $28,700. Increased numbers of dislocated workers have exhausted unemployment benefits and are likely to need retraining to enter the workforce. Female heads of households need affordable and accessible childcare. Two of three welfare recipients who want to work require basic skills instruction before they can enter job preparation or post high school education.

Iowa has seen the decline of family farms. Manufacturing jobs have decreased and jobs in the lower paying service industry have increased. High household incomes tend to center in the state's urban and university population areas. Rural Iowa reflects low to medium incomes. Twenty-five percent of Iowan's lack basic skills needed for employment according to the Assessment of Basic Skills Competencies in Iowa's Employment and Workforce Programs, 1995. Impending changes in welfare reform laws require clients being placed in work before skills are upgraded.

Economic development officials from Iowa and Connecticut are working to recruit business and industry in order to provide jobs for their citizens. A highly trained and educated workforce is a key factor when recruiting industry to a state. Both states have begun initiatives to reform adult education in order to prepare their workforce for a high tech era.

OVERVIEW

With the onset of Workforce Development Centers on the horizon and changing objectives for welfare reform, Iowa's Adult Basic Education programs are in transition and must prepare to meet changing needs. Iowa recently completed a norming study to prepare a customized assessment which will appraise workforce basic skills of its JTPA and Promise Jobs' participants.

As Iowa moves to co-location of human service agencies, it seems prudent to develop a Management Information System which will facilitate placement of clients and communicate in a common language across agencies which serve economically disadvantaged adults. A strong professional network among stakeholders who serve economically disadvantaged and undereducated adults must be developed and maintained. This will encourage efficiency in order to meet client needs while avoiding duplication of efforts.

It seemed wise to visit the State of Connecticut which has adopted a competency based Adult Education system as a potential indicator of program quality based on the CASAS System. The Connecticut Competency System appraisal is part of client intake in the programs of Adult Education, Department of Labor (JTPA) and Income Maintenance. This uniform competency system allows for articulated client movement among programs and provides common assessment vocabulary which minimizes duplication and unnecessary testing.

A computerized data management system is in place. The Department of Education took the lead in development and financed the project. Other stakeholders may buy into the system.

The U.S. Department of Labor awarded Connecticut the first of six competitive national grants for developing a network of one-stop career centers. The Connecticut Department of Labor, the Connecticut Employment and Training Commission and the State's nine Regional Workforce Development Boards designed the one-stop Career Centers. Nineteen full-service one-stop Career Centers are opening in 1996. This multi-partner system creates a core of basic services that are available statewide with regional enhancement. Education has a higher profile and was one of the first players to come aboard as a partner at the table.

Partners in the one-stop Career Centers have created a strong professional network through Project BUILD (Building Unified Interagency Leadership Development.) They participate in team building activities, client referral programs and management information system training.

The purpose of the May, 1996, visit to Connecticut was to explore how Connecticut has developed their accountability system and how they measure progress of adult learners. Can Iowa benefit by examining the way Connecticut is doing business and what makes it

successful? In what aspects are Iowa and Connecticut similar but different? Mary L. Strom, ABE Coordinator, Northeast Iowa Community College, Dubuque and certified state level CASAS trainer for Iowa represented Iowa for this visit. Sites visited are listed on page five.

OBJECTIVES FOR CONNECTICUT VISIT:

I. **To research how Connecticut has adopted CASAS for their state system and look at ways they are similar and different than Iowa.**

II. **To examine how Connecticut has built in accountability and measurement of progress across the spectrum of agencies which serve economically and educationally disadvantaged adults.**

III. **To explore characteristics of the Connecticut system which lead to a positive interagency environment and success.**

SITE VISITS

Department of Education
25 Industrial Park Road
Middletown, Connecticut
with
Roberta Pawloski, State Director
J. Ronald Harrison, Consultant
Adult Education & Training
Sally Connolly, Project Manager
Coordinated Education and
Training Opportunities (CETO)

Workforce Education Meeting
Valley Regional Adult Education
Shelton, Connecticut
with
Lee Wolf, Program Facilitator
Reina R. Marasco, Director

Jonathon Stone
One-Stop Career Center
Enfield, Connecticut

Ralph Cerrato, Director
Enfield Adult Education
Enfield, Connecticut

The Workplace, Inc.
(St. Peter's Lutheran Church site)
Southwestern Connecticut's Regional
Workforce Development Board
(previously the Private Industry Council
of SW Connecticut)
Bridgeport, Connecticut
Sharon Nechasek, CETO
Joyce Barclay, Program Management Specialist

Capitol Region Education Council
(CREC)
Adult Training & Development Network
Hartford, Connecticut
Andy Tyskiewicz, Project Manager

Applied Engineering Products
New Haven, CT
Nicholas Lavarato, Education Coordinator

OBJECTIVE I

ADOPTION OF COMPETENCY-BASED EDUCATION AND ASSESSMENT

Part 1. Adoption of Competency-Based Adult Education

In 1985, the Connecticut State Board of Education endorsed a recommendation stating that all adult basic skills programs adopt a competency based approach by 1990. Funding would flow to competency based programs only.

Subsequently in 1986, the Connecticut Department of Education's Bureau of Adult Education and Training began a statewide improvement initiative to enhance the quality of basic skills services provided to adults in the state. This was a five year initiative known as the Connecticut Adult Performance Program (CAPP). A competency-based approach was chosen to meet needs regarding Adult Basic Education services and is summarized briefly below:

- To have a comprehensive adult basic skills program which integrates functional life skills with academic skills.
- To establish a program management system that provides information for program accountability and funding needs.
- To increase performance of learners participating in ABE programs.
- To execute a long-term goal for an articulated system progressing from ABE to high school completion to job training programs.

Connecticut's Adult Education System is driven by state funds. State law mandates every school district to offer Adult Basic Education, Adult Secondary Education, Citizenship and English-as-a-Second Language. Every school district receives grant money to deliver adult education and the grant must have local cash match. Reimbursement from business and industry counts as cash match. Increased local cash match generates additional state funds for the local program.

There are seven formalized Adult Education Regions in Connecticut. These Regional Adult Education programs are a consortium of towns with a lead district as fiscal agent for services. Within these 7 regions, 62 school districts and 35 other agencies offer adult education services. Literacy Volunteers of America operate independently from ABE.

Valley Regional Adult Education in Shelton is located in the vacated B.F. Goodrich factory. It is from this site that ABE/GED, ESL, Workplace Literacy, citizenship, computer and nurse aid training through Coordinated Education and Training Opportunities (CETO) are delivered to residents of five area towns.

Valley Regional, as a satellite center, is staffed by a director (similar to Iowa's coordinators), a counselor and a program facilitator. The role of the program facilitator (an experienced instructor) is to provide support to instructors for placement assessment, instruction, learner diagnosis and competency validation. This has encouraged local

programs to implement new or to refine existing activities. The facilitator may or may not teach. All learners enrolling in an Adult Education program go through the Connecticut Competency System (CCS) assessment process in life skills, employability skills or ESL.

The program facilitator administers and corrects the appraisals and pre/post tests. A statistical clerk inputs registration and testing information into the computer. Diskettes with program statistics are mailed to the Department of Education's computer vender for compilation each semester.

Valley Regional has been very active in the area of workplace literacy. Their program is marketed as "Partnerships for Progress". Valley Regional developed a comprehensive Workplace Literacy curriculum guide with 353 funding. Programs and services have been provided to eleven companies which include Mobil Chemical Corporation, Sikorsky Aircraft and Thule of Sweden. Most of the workplace programs are brought into business and industry as ABE and ESL. Computer training for business and industry is brought into the high school's computer labs. Valley Regional staff do a literacy audit and customize instruction.

In contrast, Iowa's ABE program is delivered through its community college system comprised of fifteen colleges. Iowa's delivery system appears to be more efficient. There appears to be more consistency, networking, collaboration and cooperation among programs. This encourages sharing of ideas and processes for program improvement.

Iowa's decision to move to competency-based education came from the field. It was a proactive decision based upon the goals of the National Literacy Act of 1991. These goals specified a type of comprehensive delivery system providing a proven record of accountability, non-duplication of services and a delivery system that provides quality instruction to the clientele. Iowa's "Literacy/ABE Vision 2000" states that every ABE student's learning gains will be measured in terms of student outcomes and specific quantifiable competencies. Each student will receive a transcript of outcome based competencies with the specific level of achievement for each competency. Certificates of Achievement will be awarded to ABE students for attainment of predetermined levels of performance in selected subject areas. Iowa's ABE coordinators endorsed this vision and the implementation of competency-based education is underway.

Iowa used a research based approach to determine basic skill needs as it began an ABE program improvement initiative in 1993. Iowa began by surveying all stakeholders affected by ABE programs. Iowa developed the Iowa Basic Skills Survey (IABSS) based on eight CASAS content areas and 55 competencies. The CASAS competencies were chosen because it is the most comprehensive list of competencies that has been validated for adults.

In the fall of 1993, 9700 surveys were sent to businesses and industries, participatory planning committees, employment training providers, learners, ABE/GED/ESL instructors, community agency contact persons and other interested parties. Response rate was 36% which provided a good research base. This IABSS survey provided documentation for

direction in order to design a competency based model which reflect accountability and results.

The CASAS System seems to complement the existing community college delivery system. It is comprehensive in that assessment tools are available to assess the full range of ABE learners in Iowa's programs. CASAS is a system which integrates assessment with curriculum and instruction.

Since ABE in Iowa is delivered through the community college system, the Department of Education looked at other states with similar systems. The state of Oregon is similar to Iowa in demographics and also delivers ABE through a community college system. In September, 1992, Iowa invited Sharlene Walker, Specialist, Curriculum and Development to share Oregon's competency-based ABE model with Iowa's ABE coordinators and department of education consultants. Oregon's model was reviewed and nine ABE programs began a pilot study in the fall of 1992. The CASAS model has proven to be flexible and adapted well to Iowa's needs. Fourteen of Iowa's fifteen community college ABE programs have implemented the CASAS model in all or parts of their ABE programs.

Part 2. Adoption of a Competency Based Assessment Tool

Connecticut worked with CASAS consultants to develop the Connecticut Competency System (CCS) appraisal. This is the CASAS assessment customized for Connecticut's ABE learners. This system includes a Reading and Math Appraisal (Placement) instrument as well as ESL Listening and Reading Appraisal (Placement) instruments.

The survey achievement (Pre/Post Test) instruments used are the CASAS ECS or Life Skills battery. The exit level tests (CALS) are customized for Connecticut's learners. The assessments predominately in use with scale score accuracy range are as listed below:

CAPP Reading Tests (Math is incorporated in overall score)	All ABE students	170 - 242
ECS 30 Reading	ABE students instructed in employability context	169 - 243
CALS Math	ABE students	172 - 257
CALS Reading	ABE students	170 - 259
CCS Listening	LEP students	170 - 241
CCS Reading	LEP students	176 - 244

Connecticut has developed certification tests for level and program exit. Special Needs Assessments for cognitively challenged adults with developmental impairments are in use. These are the 2A - 5A series with a scale score range of 134 - 198.

Connecticut has not benchmarked its ABE learnrs in correlation to the CASAS scale. Connecticut uses the CASAS national level descriptions and scale score correlation for ABE Basic Skills levels.

In 1995, the Iowa Department of Education released the Assessment of Basic Skills Competencies in Iowa's Employment and Workforce Programs. This comparative study was done to determine which assessment tool might most effectively assess the IABSS competencies deemed priority by Business and Industry and Employment Service Providers. Findings show a high correlation between the CASAS ECS 130 competencies and skills listed as top/high priority for employment service providers. Iowa will use the ECS 130 to assess basic skills for its workforce population. A number of Workforce Employment Centers and JTPA programs in the state have already adopted the ECS 130 as part of the intake process for referral to a basic skills program. Iowa uses the CASAS national level descriptions and scale score correlation for its ABE Basic Skill levels.

OBJECTIVE II: ACCOUNTABILITY AND MEASUREMENT OF PROGRESS ACROSS AGENCIES

The vision in 1986 for the Connecticut Adult Performance Program (CAPP) was to transform the state's adult education program into an articulated system in which adults would progress from basic skills instruction to high school equivalency completion and into job training program through a cross-referral of clients. An enhanced ABE system was expected to result in improved coordination and an integrated approach to delivery of adult education services in the state. It was assumed that systematic assessment procedures incorporated into the basic skill delivery system would lead to an improved accountability process.

The Bureau of Adult Education appointed a CAPP coordinator to serve as a general resource to programs adopting the CAPP Model. The Bureau provided financial incentives to ABE programs implementing CAPP.

In 1988, the federal JOBS program mandated the participation of AFDC recipients in basic skills programs as a condition for receipt of special benefits. At this time the Department of Income Maintenance (DIM) which administers the JOBS program entered into an agreement with the Department of Adult Education to train DIM care managers to determine need for basic skills instruction. These JOBS clients were referred to ABE programs based on CAPP Assessment Scale Scores that could be used by ABE staff for placement in instruction.

Currently, in 1996, the Connecticut Competency System (CCS) appraisal is administered as part of the intake process in all Department of Education basic skill programs, Department of Labor (JTPA), Social Service (DIM) and Corrections programs. The Reading and Math appraisal goes to 260 on the CASAS scale which is a wide range and suits multiple agencies for assessment purposes.

In 1989, to promote interagency cooperation, Connecticut initiated the Coordinated Education and Training Opportunities (CETO) collaboration. CETO tries to bridge the gap between education and training. It is a linking and coordinating network with a project manager located within the Department of Education. The CETO project manager works closely with the state consultant for education and training and state director of education. These individuals are co-located and communicate on a regular basis. CETO reports to the State Department of Education which reports back to the Department of Labor.

CETO was designed to bring together programs which address the needs of Connecticut's most disadvantaged populations. CETO brings together federal funds under the Perkins Vocational and Technology Amendments of 1990, Single Parent/Displaced Homemaker, JTPA 8%, Community-Based organization (CBO), Adult Education Act and Department of Social Services. At the local level, CETO is implemented through the local workforce development boards.

Evidence of the CETO initiative was found at the Workplace, Inc. sponsored culinary arts training program located in the basement of St. Peter's Lutheran Church in Norwalk, Connecticut (see attachment 1). This 360 hour culinary arts program prepares students to work in fine dining restaurants, catering, companies, casinos, cruise ships, etc. Project entry criteria include a CCS Reading Level of 233 and a CCS Math Level of 216. A chef from the Connecticut Culinary Institute is the instructor and a "traveling kitchen" comes with the instructor. Life skills/career preparation and job seeking skills are provided by JTPA and ABE. There are 8 culinary arts programs in the state with an 86% placement rate.

Nineteen Connecticut Works/One-Stop Centers are scheduled to be operating by the end of 1996. These One-Stop Centers were designed by Connecticut's Department of Labor (DOL) and 9 Regional Workforce Development Boards to coordinate varied job development services. The State Department of Education issued requests for proposals on May 15, 1996 for the purpose of facilitating partnerships between providers of mandated adult education and One-Stop Centers. The amount is for approximately $4-$5,000 per site. Included in the requirements for proposals are direct services for students to include any of the following: assessment, counseling or instruction. Recommended projects for proposals include the following: provide inservice to Connecticut Works staff on adult education activities and resources, familiarize adult education teachers and students with Connecticut Works, administer the GED predictor at Connecticut Works, and/or provide mandated adult education classes on site. Education will be a key player in the One-Stop system.

The Enfield One-Stop Career Center opened just before my May visit. The One-Stop Center will provide customer intake, evaluation, basic skill assessment, referral to and placements in appropriate programs. (attachment 2) The CCS appraisal is administered by One-Stop staff as part of the intake process. Adult Education staff go to the One-Stop on a designated day each week to meet with referrals needing ABE services. GED classes are offered on site two mornings each week. A counselor offers assistance for registering for GED, ESL or vocational technical classes. This One-Stop has a resource center which promotes Adult Basic Education through posters and brochures. The resource center has work stations for clients. Resources available to clients include use of a computer with Win Way Resume software, printer, electric typewriter, paper, envelopes, copier, fax machine, newspapers from major cities in a reading area. Eight telephone kiosks are available for long distance calls. Clients are expected to use these phones for job seeking calls only. This One-Stop Center was "user friendly" and gave a positive impression, i.e. we are here to help you get a job! Enfield One-Stop staff utilize Project BUILD for training in adult learning and team building.

Clients might be referred from the Enfield One-Stop Center to education and training services offered through Enfield Adult Education on site at Fermi High School in Enfield. A full range of Adult Education services in

Enfield Adult Education Director, Ralph Cerrato, has offices in the lower level of Fermi High School. His support staff consists of a secretary who is responsible for taking statistical information from the student enrollment form and inputting it into the new PC-AEDBMS 2.0 system. Local statistics which are tabulated include gender, ethnicity, CCS scores and all necessary information for federal reporting. The local statistics are sent on floppy disk back to a private computer company and uploaded to an AS400 where Department of Education reports are generated. The State Department of Education contracted with a private provider for data management services. The PC-AEDBMS 2.0 system has the capability of printing 27 reports. Especially helpful are student mailing lists issued by zip code and class rosters or by demographics such as "those unemployed upon enrollment." Another helpful report is the "student course history report," a list by student of class start and stop dates with hours attended. Another frequently requested report is "class roster by assessment scores."

This new system for data management provides complete student data quickly and may be sent with the student to the cooperating referral agency. This new system makes it possible to look at statistical information by individual learner, site, and regional or statewide programs.

OBJECTIVE III: POSITIVE INTERAGENCY ENVIRONMENT AND SUCCESS

The near-term vision for the Connecticut Adult Performance Program (CAPP) was to have an enhanced adult basic skills program. This was expected to result in improved coordination between adult education programs and job training programs. It was to be an integrated approach for the delivery of adult education service in the state. The Bureau of Adult Education created a support system consisting of centralized staff development and technical assistance services. The Bureau contracted for services (using 353 monies) with the Connecticut Adult Education Staff Development Center (now the Adult Training and Development Network).

The Staff Development Center provided training in competency-based adult education, developed an Adult Educator Summer Institute, published a newsletter for adult educators and provided other training and technical assistance.

The Staff Development Center's training model evolved to include training for CAPP stakeholders in welfare and job training agencies. As it is now known, the "Adult Training and Development Network" (ATDN) is a centralized approach to adult education staff development. ATDN is a program of the Capitol Region Education Council (CREC) in Hartford, CT. CREC is similar to the Area Education Agency in Des Moines. The Literacy Resource Center materials are located at the site also and is staffed by an information specialist. The Adult Training and Development Network is staffed by five professionals.

The ATDN provides training in administering the CCS assessments to all cooperating agencies. Technical assistance is provided to local programs by request. ATDN plans and facilitates a three-day summer institute which is open to all collaborating human service agencies. Representatives from Evenstart, Headstart, LVA, Catholic Family Services and YWCA Family Literacy are among summer institute participants. The institute promotes interagency networking and program sharing. ATDN publishes ATDN INSIGHTS, a quarterly newsletter for anyone who works with adults. This publication assists in creating awareness of literacy issues among all stakeholders in the adult education field. Articles profile exemplary educators and teaching techniques. Grant writing is also done by ATDN staff.

A new professional development initiative of the Bureau of Adult Education and Training is Project BUILD (Building Unified Interagency Leadership Development). Project BUILD is a program coordinated through ATDN. A grant to the State Department of Education from the National Institute for Literacy provided initial funding for the project. Project BUILD represents over thirty agencies, including social services, volunteers, adult education, employment and training, corrections, vocational technical schools and others. Project BUILD assists participants to gain comprehensive understanding of other agencies objectives, strengths and needs. Participants develop specific training skills, learn team building skills and increase their knowledge of literacy related issues. Project BUILD work teams present sensitivity and team building activities . These may be in the form of

outdoor adventure training or role-play exercises. Participants state that they have become more sensitive to adult learners' needs. Project BUILD work teams work to develop solutions to issues facing human service organizations. Application to BUILD membership is through a class and there is a training fee. Members are then expected to participate in at least one monthly activity. Examples of activities are product development and how to run focus groups. Through Project BUILD, members have created a strong professional network for exchanging ideas and sharing information. It has improved client referral systems.

The pilot phase of Project BUILD was completed in late fall, 1995. This team building process is now being repeated for a new set of representatives from various agencies. It was a success!

CONCLUSION

Connecticut started their initiative for ABE program improvement almost six years before Iowa. Connecticut has had time to refine and polish its efforts and changes. Refining and polishing continues in all aspects of program improvement. Iowa can learn from Connecticut that program improvement is a continuous effort in order to result in quality improvement. To be successful these programs must meet the need of welfare reform and a workforce in transition.

Connecticut's process for implementing the CCS system was thorough and resources were devoted to make this happen. It's important to note that a program facilitator (an experienced instructor) is on staff at each ABE satellite center for the purpose of providing support to instructors for CCS assessment, instruction, learner diagnosis and competency validation. This was a key factor in having local programs implement and refine the CCS system.

Connecticut has funded training and development positions at the statewide Adult Training and Development Network for the purpose of developing training modules and materials, and providing CCS instruction and training to teachers in the field. These staff developers do NOT have ABE program coordination duties for a region. Training is timely and consistent in philosophy . Materials are uniform and updated. Trainers are located on site at the Capitol Region Education Council (CREC). Staff developers for K-12 education are also located at this site. This promotes cooperation, networking and coordination for common staff development activities which might be shared by K-12 and adult education. Articulation in the area of staff development is more likely to occur. Co-location is cost effective. Adult Literacy Resource Center is also located in CREC. Clearly this has affected ABE program improvement in a positive manner. If Iowa moves toward implementing CASAS across agencies and developing certification, more resources should be devoted to education and training at the local program levels. Iowa might benefit by reviewing needs in the area of ABE staff training.

The Project BUILD initiative is exemplary and effective in building communication and interagency networking. Iowa would benefit from adopting this model as it moves toward interagency collaboration.

REVISED 3/14/96
To extend referral period and start and end dates

MASTER TRAINING ORDER

a. CONTRACTOR: Connecticut Culinary Institute

b. PROJECT NUMBER: 120.545A

c. TRAINING ACTIVITY: Culinary Arts - NTO DOT CODE: 313.131.014

d. TRAINING DESCRIPTION: Graduates will be prepared to work in fine dining restaurants, catering companies, casinos, health care dining facilities cruise ships, business and industry dining companies, college and preparatory school dining facilities and other high quality food-related positions.
NOTE: The last two weeks of class will be spent on intense job search with daily attendance required.

Orientation/Introduction/ Sanitation/Safety	80 hrs	Basic Recipe Repertoire	120 hrs
Knife Skills/Tools of the Trade	40 hrs	Finishing Work/Presentation	60 hrs
		Career Preparation/ Life Skills	50 hrs
		Intense Job Search Activity	10 hrs
TOTAL TRAINING HOURS:	360	STUDENT/TEACHER RATIO:	12:1

e. DURATION OF TRAINING: 10 calendar weeks per cycle; 35 hours per week
2 calendar weeks at end; 5 classroom hours per week

f. SLOTS AVAILABLE: 5 slots per cycle; 1 training cycles
4 min. HTS slots per cycle

g. DATES SLOTS ARE AVAILABLE:

Referrals Begin:	Immediately
Referrals End:	03/22/96
Training Starts:	03/25/96
Training Ends:	06/14/96

h. DAYS & HOURS OF TRAINING: M - F first 10 weeks: 9 a.m. - 4 p.m. (lunch included)
last 2 weeks: job search activities with daily classroom attendance required

i. MINIMUM PROJECT ENTRY CRITERIA:

DETERMINED BY ENROLLMENT CENTER	DETERMINED BY CONTRACTOR
1. Female 2. 22 years of age 3. 233 CCS Reading Level 4. 216 CCS Math Level	1. High level of motivation 2. Adequate manual dexterity

j. PAYMENT TO PARTICIPANTS: Transportation: Use of public transportation
Child Care: Up to $10 per day

k. OTHER PROGRAM INFORMATION: **100% attendance required.** This is an intensive program which requires a serious effort on the part of the student. Those who are unsure of their ability to make a firm commitment should wait until their schedules are clear.

l. LOCATION OF TRAINING:

St. Peter's Lutheran Church
208 Newtown Avenue
Norwalk, Connecticut

m. PROGRAM CONTACTS:

Julie Barrett, Case Manager
Jim Monroe, Training Supervisor
(860) 677-7869 or 1-800-762-4337
FAX: (860) 676-0679

Connecticut's One-Stop Career Center System
Fact Sheet

Connecticut's One-Stop Career Center system will address the workforce development needs of the state, its residents and its employers in a globally competitive way. Designed by the Connecticut Department of Labor (DOL), the Connecticut Employment and Training Commission (CETC) and the state's nine Regional Workforce Development Boards, One-Stop Career Centers will offer a comprehensive and integrated system.

Nineteen full-service One-Stop Career Centers will open in 1996 to provide high quality, customer driven, and universally accessible education and training services. Services and information will also be available through satellite locations connected to a computer network of job listings, labor market trends, and training opportunities.

Universality, integration, customer choice and accountability drive the system.

* **With the goal of universality,** Centers are designed to ensure that everyone who enters the Center will be served in some way.

* **Integration** with other employment, training, and support services means that people will no longer have to travel from agency to agency to receive all the information they need.

* **Customer choice** will allow customers flexibility in gaining information and services.

* **Accountability** for outcomes, processes, and customer satisfaction focuses the work of the Centers.

Services available to job seekers will include career assessment; job openings; seminars; testing; job search assistance; counseling; retraining; enrollment in job training, pre-vocational and basic skills training, GED preparation, school-to-work, English as a second language, summer youth on-the-job training programs; support services; case management; life management skills; unemployment claims; and referrals to community services.

Services available to employers will include posting job openings; recruiting, screening, and referring candidates for jobs and apprenticeships; customized job training and on-the-job training programs.

Key elements of One-Stop Career Centers:

* **Easy access to information and services.** All services will be available or accessible at the Centers. Customers will be able to access them by phone, by computer, or by visiting Centers. Self-service kiosks will be available both in the Centers and in the community, and other satellite locations will be linked to services via computer.

* **Customer-oriented service.** Old-fashioned customer service has never gone out of style and will be an on-going focus.

* **Capacity building.** Staff development and professional growth will promote a high performance organization.

* **Collaborative structure.** Centers will build partnerships with other state departments (e.g. Social Services, Economic Development, Higher Education, Education) and regional service providers (e.g. chambers of commerce, community based organizations, municipal departments) to include their services. This multi-partner system will create a core of basic services that will be available statewide with regional enhancements.

* **A Management partnership,** formed by each region's DOL Job Center and Regional Workforce Development Board directors, will oversee the development and operations of the One-Stop Center.

Connecticut will build a world class workforce development system with innovative policy and programming. One-Stop Career Centers are funded by a grant from the United States Department of Labor.

For more information about One-Stop Career Centers, call Adele DeFrancesco, Project Coordinator, at (203) 566-2533.

Eastern Iowa Community College District

CASAS PILOT

SITE REPORT

Submitted to:	Compiled by:
Dr. John Hartwig Bureau of Community Colleges Iowa Department of Education	Cheryl Wheeler, ABE Coordinator Judy Potts, ESL Instructor Sharon Mooney, ABE Instructor Clinton Community College Clinton, Iowa

JULY 1996

SUBMITTED BY

JUDY POTTS
ESL INSTRUCTOR

In the adult non-credit ESL program held at Clinton Community College, each student (above the pre-literacy level) entering the program in 1995-96 was given the CASAS ESL Appraisal Form 10 listening and reading tests.

This test was used to help place the students at the proper reading levels of instruction.

INSTRUCTIONAL MATERIALS USED

Steck-Vaughn

REAL LIFE ENGLISH book 1

REAL LIFE ENGLISH book 3

Prentice-Hall

GRAMMAR WRITE AWAY book 1

Cambridge

ENGLISH SPOKEN HERE

1. Getting Started
2. Consumer Information
3. Health and Safety
4. Life in the United States

US WEST

Direct To You

Real-life materials brought in to augment each text unit

Field trips when applicable to text units

CASAS ASSESSMENT USED

ESL Appraisal Form 10

Listening tests

Level B Listening Form 53

Level B Listening Form 54

Level C Listening Form 55

Level C Listening Form 56

Reading tests

Level A Reading Form 31

Level A Reading Form 32

Level B Reading Form 33

Level B Reading Form 34

Level C Reading Form 35

Level C Reading Form 36

RESULTS OF THE PRE- AND POST-TESTING

Fourteen students were given both the appraisal and pre-tests. Of these, only seven were able to take part in the post-testing.

LEVEL A	PRE-TEST	POST-TEST	INSTRUCTIONAL HOURS
Student A	202	202+	279
LEVEL B			
Student A	187	201	
LEVEL C			
Student A	234	243+	
Student B	224	225	
Student C	232	230	
Student D	223	222	
Student E	211	215	

+ = score higher than conversion chart scaled score

OBSERVATIONS OF INSTRUCTOR

For many of my students the idea of being tested was very traumatic, especially the listening portion of the test.

SUBMITTED BY

SHARON MOONEY
ABE INSTRUCTOR

LOCATION

Skyline Center is a non-profit sheltered workshop for the developmentally disabled adult. Skyline's goal is to train clients to go into the community in supportive or competitive employment.

STUDENTS

Forty-two clients participated in this pilot. Their ages range from 28 to 45. The clients, or their guardians, request academic classes. Participation is voluntary.

INSTRUCTIONAL SETTING

Clinton Community College provides and ABE instructor for 7.5 hours per week for approximately 28 weeks. Groups range in size from 3 to 8 members. Groupings were determined by the CASAS Locator Tests. Not all group members participated in the pilot due to lack of language skills or late entry into the program.

CONTACT HOURS

Contact hours were dictated by three factors: 1) the amount of time allotted for instruction by Clinton Community College, 2) the number of individuals requesting academic instruction, and 3) scheduling considerations. Individual contact hours were also affected by individual absences.

AAAA - AA Approximately 18.5 hours A - C Approximately 21 hours

CURRICULUM

The Contemporary and Steck-Vaughn materials guides were used as a framework for levels A - C. The materials guides were adequate for groups A - C. However, I found that lessons were usually too long to complete in one forty-five minute class. Carrying a lesson over to another class period seemed to result in loss of interest and effectiveness. I would usually shorten the lesson so that it could be completed in one class period. Basically, printed material is useful as a framework, but instruction always requires additional real-life materials.

Materials for levels AAAA - AA were primarily teacher-developed. It would certainly be helpful to have materials specifically designed for the non-reading low-functioning adult. Printed lessons for this population should be designed to be completed in a short period of time, and would repeat basic skill materials in a variety of ways that would be attractive to the student who needs endless repetition.

RESULTS

Pre-testing took place in the spring of 1995. Classes are not in session during the summer. Since I began teaching after the beginning of the school term (late October), I had been trained in the CASAS program by the teacher proceeding me, Claudia Fry. When administering the post-test, I felt the test was too long and many of the items were unrelated to materials covered in lessons that had been taught. I felt this was especially true of groups AAAA - AA. For groups A - C, it appeared that all of the students simply went through the test without reading it. It appeared they were simply marking answers randomly. They all finished in about 15 minutes.

CONCLUSION

An instrument which could help those instructing the severely developmentally impaired adult determine individual competencies and deficiencies is certainly needed. The locator test does seem to be helpful in grouping students so that skill levels are similar. In my opinion, adjustments are needed on the tests so that they could be truly useful to those working with the developmentally impaired adult and CASAS is on the right track. The implementation of the curriculum, however, is complex and the best of circumstances requires a team approach, a great deal of teacher preparation, and the application of those lifeskills in the students everyday lives.

RESULTS OF THE PRE- AND POST-TESTING

GROUP	PRE-TEST	POST-TEST	GROWTH
LEVEL - AAAA			
DB	158	163	+ 5
GH	148	150	+ 2
LEVEL - AAA			
KK	175	166	- 9
GK	171	166	- 5
KJ	165	170	+ 5
JO	163	168	+ 5
JR	187	178	- 9
VV	187	165	- 22
BW	182	173	- 9
LEVEL - AA			
BC	191	187	- 4
TD	190	187	- 3
TM	198	184	- 14
JR	183	163	- 20
CS	183	169	- 14
GS	172	182	+ 10
JW	181	175	- 6
BW	191	180	- 11
LEVEL - A			
DJ	202	182	- 20
LEVEL - B			
MB	187	204	+ 17
LEVEL - C			
CO	216	209	- 7

Kirkwood Community College

BEST COPY AVAILABLE

CASAS Pilot Site Report
Kirkwood Community College
Cedar Rapids, Iowa

Submitted by
Kay Nebergall, Manager
Adult High School Completion/Adult Basic Education
July 15, 1996

During the past three years, Kirkwood Community College has participated in a statewide project designed to explore the appropriateness of competency-based education for adult basic education students in Iowa. The CASAS (Comprehensive Adult Student Assessment) system continued to be the primary means used to assess functional life skills and employability skills of selected basic skills students. Learner-centered curriculum and evaluation were integral components of this CASAS project.

CASAS Pilot Sites and Student Levels

Community colleges participating in the CASAS pilot project were asked to select diverse class sites and target audiences when assessing the feasibility of using this system in Iowa. As participants in this project, Kirkwood selected 1.) 20 special needs adults who attended an ABE class at a community site, and 2.) 10 mainstream intermediate ABE adult students who attended structured basic mathematics classes at a Kirkwood learning center in a metropolitan site.

All special needs adults were engaged in either supported or competitive employment; most lived in supervised, community-based homes. Ages ranged from 18 to 50. The learning center students were all employed at least part-time, and attended the math class to improve their life skills and their opportunities to earn a GED diploma. Students in the class ranged in age from 14 to 56.

Number of Students, Teachers, and Support Personnel Involved

CASAS Life Skills pre- and post-tests were administered to a total of 21students enrolled in the targeted classes: 16 students were ABE Level I students, and 5 students were ABE Level II students.

The instructor of the adult students with special needs attended the CASAS initial implementation training offered in the fall of 1993 through the Iowa Department of Education. The other instructor was trained in the use of the CASAS system by the Kirkwood ABE Manager and other instructors who used the CASAS system. This instructor also had opportunities to observe assessment administration and become familiar with the Curriculum Materials Guide. Each instructor attended a local orientation to the CASAS Employability Competency System (ECS).

Support personnel included staff at Iowa Western Community College who used the CASAS Micro-Management System (CMMS) to computer scan and score student answer sheets mailed from Kirkwood.

Curricula Used

After having participated in the CASAS pilot project for the past two years, instructors have become more familiar with CASAS competencies and with the selection of materials that address those competencies. During this pilot process, priority has been placed on ordering materials that correlate to CASAS life skills and employability contexts, such as those listed in the CASAS Curriculum Materials Guide, the Steck-Vaughn Guide to Competency-Based Education, and the Contemporary Books' Correlation to CASAS. This year, the CASAS instructors were more satisfied and familiar with the resources available to them and took the initiative to seek out new materials. They were sensitive to the need to address the multiple learning styles of their basic skills students, and continued using computer software to supplement their lessons.

Additional resources that have provided appropriate supplement to CASAS classroom instruction are as follows:

Micro Paws - South Western Publishing Company
Homonyms - Hartley
Rhyming Families - Hartley
Word Ladders - Hartley
That's My Job - Hartley
Skills Bank II - CTB-McGraw-Hill Publishing Company
Laubach Way to Reading - New Readers Press
Tutorial Comprehension - American School Publishers
Vocabulary Connection - Steck-Vaughn
Team Series - Davidson
Spell It - Davidson
Spell It Plus - Davidson
Practice Assertive Conversation Skills - Substance Abuse Education Inc.
Comprehension Connections - Milliken
Reading for Today Series - Steck-Vaughn
Math Solutions: Problem Solving, Tools, and Applications - New Readers Press
Math Solutions: Decimal, Fractions, Ratios, and Percents - New Readers Press
Whole Numbers and Money - New Readers Press

CASAS Assessment

The CASAS Adult Life Skills Special Education locator test, Form 350, was used with the ABE Level I students. These students were pre-tested with Level AA, Form 310, or with Level AAA, Form 320. They were post-tested with Level AA, Form 311 or with Level AAA, Form 321.

The CASAS Adult Life Skills Appraisal, Form 30, mathematics, was used with the adult secondary students. Results from the appraisal prescribed a range of pre-tests Forms 31 through 35 in mathematics, and a range of post-tests Forms 32 through 36 in mathematics.

Results of Pre- and Post-Testing

The CASAS special needs adults attended a 2 and 1/2 hour adult basic education class that met once a week for approximately 30 weeks. The number of hours of instruction between pre- and post-testing for this group was 60-80 hours, with a scaled score gain of 3.8.

Not all learning gains are reflected in this scaled score gain. The instructor of these ABE Level I students commented that because of repeated CASAS testing, students' text anxiety was reduced. Students were more relaxed and positive towards CASAS post-testing than they were for the initial testing. Post-testing offered the students an enjoyable opportunity to demonstrate mastered competencies and reinforce positive self-esteem.

The ABE Level II mathematics students attended a 1 hour class held 4 days a week for 8 weeks. The number of hours of instruction between pre- and post-testing for this group was 25 to 35, with a scaled score gain of 9.2. For these students, testing was an affirmation of competencies they had already mastered. Instruction built upon student success as measured by CASAS assessment.

Adaptability

CASAS competencies are adaptable to a wide range of student ability levels, needs, interests, and learning styles. Student and class profiles enabled instructors to focus on a finite list of life skill competencies. This prescription guided instructors in the development and implementation of lessons that addressed the needs of the class, as opposed to pre-determined learning objectives as stated in a curriculum. Assessment determined common needs; instructors ensured the connectivity between needs and outcomes.

Since testing is a time-consuming process, instructors have learned that assessing a representative sample of students in a class has indicated needs that are generally appropriate for the class as a whole. The adaptability of CASAS has enabled instructors to offer lessons that allow for interaction among students. This cooperative learning has enhanced students' interpersonal skills across age, gender, and ability levels. This positive classroom climate facilitates peer instruction and small group interaction. Students have become more responsible for their own learning.

Inter-Agency Cooperation

Due in part to the uncertainties of funding sources, federal legislation, and the likelihood of block grants, agencies have been reluctant to expand or replace their current assessment procedures. More interest in CASAS Employability Competencies has been expressed by administrators and counselors from secondary schools who are examining assessment instruments appropriate to the pre-employment needs of at-risk and general high school populations.

Further information is needed regarding the similarities and differences between CASAS ECS and ACT's Work Keys. At-risk students enrolled in secondary or alternative high schools may be an appropriate target audience for a future CASAS ECS pilot project.

Anecdotal Observations

When instruction is connected to CASAS assessment, students experience greater relevance between classroom activities and the demands of the real world.

The success of this pilot project has reinforced for instructors the importance of teaching relevant skills to ABE students.

CASAS profiles enabled instructors to address needs common to a group of learners; this shared learning helped students increase their self-confidence and established an environment that enhanced learning. "Group discussion was a great teaching tool."

Profiles provided individual students with direction for their learning. The reports gave students a "boost" and kept them persisting in their attendance and their learning. One student reported that she would have dropped out of her alternative high school classes had it not been for the relevancy of her CASAS class.

Classes designed around CASAS competencies assisted GED students who had been having difficulty earning passing GED practice test scores.

Older audiences see the relevance between CASAS competencies and the real world more easily than younger students. Often, younger students are less interested in learning about life skills because they are not living independently.

Instructors felt that for the CASAS system to be successfully implemented in additional Kirkwood ABE classes, it would be necessary to invest in a computer micro-management system. When answer sheets must be mailed to another community college for scoring and generating reports, instructors and students feel that they lose too much time. If teachers hand-score answer sheets and compile their own reports, they duplicate what a scanner can do. Teachers sometimes feel "overwhelmed" with CASAS paperwork.

Most CASAS instructors are interested in continuing to use the system in their classes. Teachers who are not teaching CASAS competencies have requested copies of student profiles for their own information.

Students who have attended CASAS classes now expect assessment to play a more important part in their education.

The CASAS class profile enabled instructors to track student progress. It also helped keep instructors focused on class content.

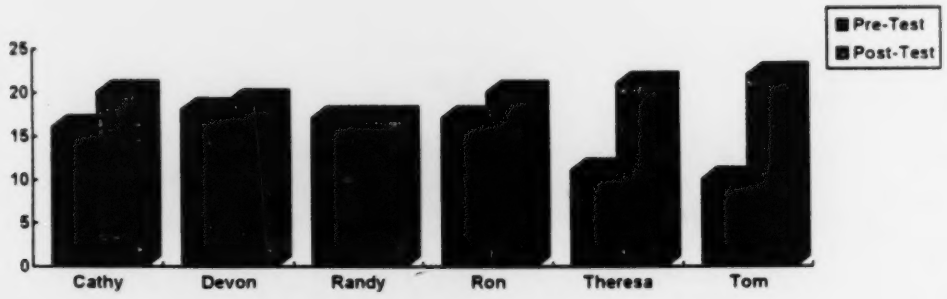
Students who experienced more absences from classes also demonstrated fewer gains in scaled scores.

The integration of computer-based instruction with CASAS instruction was a successful means to teach computer skills in life skills contexts and enhance student self-esteem.

Graph 1.0

ABE Level I
CASAS Special Education
Pre- and Post-Tests
Scaled Score Comparison

Adult Life Skills
Level AAA
Forms 320 and 321

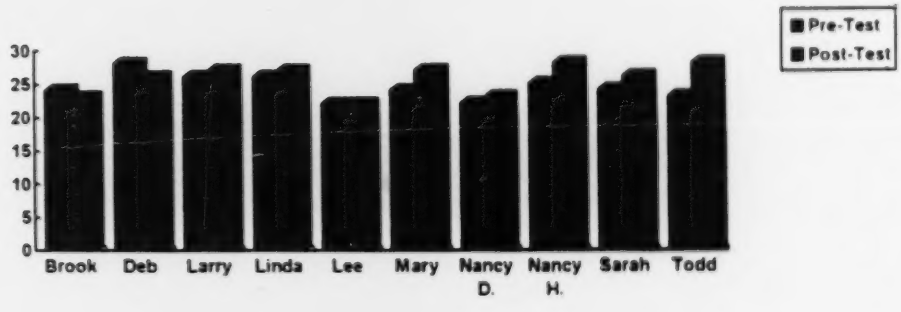


The number of hours of instruction between pre- and post-testing for this group was 60 - 80 hours, with a scaled score gain of 3.8

Graph 1.1

ABE Level I
CASAS Special Education
Pre- and Post-Tests
Scaled Score Comparison

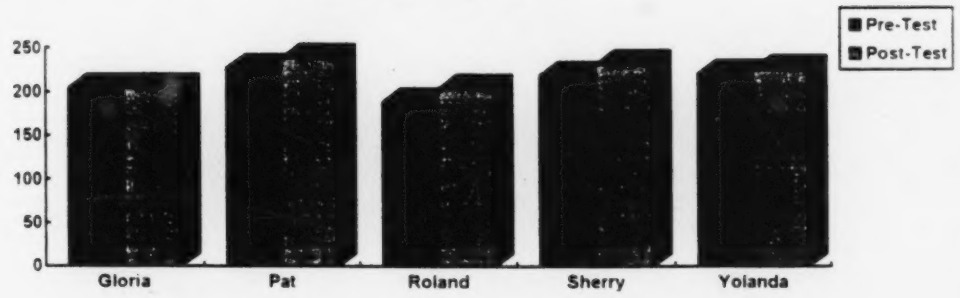
Adult Life Skills
Level AA
Forms 310 and 311



Graph 2.0

ABE Level II
CASAS Adult Life Skills
Pre- and Post-Tests
Scaled Score Comparison

Mathematics
Level A, Forms 31 and 32
Level B, Forms 33 and 34
Level C, Forms 35 and 36



The number of hours of instruction between pre- and post-testing for this group was 25 - 35 hours, with a scaled score gain of 9.2

Western Iowa Tech Community College

CASAS PILOT SITE REPORT

Year 3

Submitted to:
Dr. John Hartwig
Bureau of Educational and Student Services
Iowa Department of Education

Compiled by:
Christine Case
Adult Basic Education
Western Iowa Tech Community College
Sioux City, Iowa

July 1996

CASAS Pilot Site Report Year 3
Western Iowa Tech Community College
Adult Basic Education
July 1996

I. **Type of Locations**

Learning Center	1
Family Literacy ABE/GED Classroom	1
Family Literacy/English as a Second Language Classroom	1
English as a Second Language Class	1*
Residential Facility/Work Activity Center	5
Correctional Facility	1
Community-Based ABE/GED Classroom	1

*New site during FY96

II. **Numbers Involved in Pilot Project**

ABE Coordinator	1
Teachers	14
Support Staff	2
Students	384

- Learning Center

Site A	179
Site B	10

- Family Literacy ABE/GED Classroom

Site C	18

- Family Literacy/ESL Classroom

Site D	11

- Correctional Facility

Site E	10

- Residential Facility/Work Activity Centers

Site F	30
Site G (No data due to staff turnover)	0
Site H	16
Site I	3
Site J	3
Site K	62
Subtotal	114

- English as a Second Language Class

Site L	22

- Community-Based ABE/GED Classroom

Site M	20

III. **Level of Students Involved**

ABE Level	CASAS Level(s)	Reading	Math	Listening	Special Populations
Beginning	5A - AA	NA	NA	NA	26
Beginning	A, B	64	116	25	NA
Intermediate	C	155	165	7	NA
Adult Secondary	D	137	28	0	NA

IV. **Types of Curriculum Materials Used**

Learners are guided into materials and appropriate learning opportunities based on their interests and needs.

- An ongoing effort is made to use materials to enrich and extend the "academic" learning and to transfer it into "real-life" situations. As a result, many of the lessons are either created or adapted by the teachers for individual and/or small group instruction.

  One teacher writes:

  In January of 1996, I began the process of shifting instructional focus away from traditional texts. Initially, I analyzed all of the CASAS Life Skills assessments, competencies, each individual's background (family, education, health, psychological, learning style), and the CASAS breakouts for every student. I grouped students according to competency needs and wrote a detailed Individualized Educational Program for each working from the CASAS goals and objectives. I then started creating curriculum and planning instruction and activities for both individual and cooperative learning. I asked the Rehab staff for a variety of materials: i.e., menus, maps, magazines, measurement devices, old clocks, empty food containers, job applications, recipes, schedules and charts, pay checks, time cards, etc. Using the computer (and much cut and paste), I developed learning packets and worksheets for adults, formatted for clarity, easily translated from experiences, and specifically transferable into their lives (relevancy, comprehension, reinforcement). This project has been enormous, but great fun and very rewarding. My students are more involved and excited about learning because it's real. They have made remarkable progress, and other people in their lives are noticing and giving positive feedback.

Examples of real-life curriculum materials include:

Menus	Bus Schedules
Mall Directory	Globe, World Atlas
The Sioux City Journal	Graphs, Cartoons
Maps, Weather Maps	Coins and Currency
Public Officials and Voter's Guide	Rulers, Measuring Devices
Cereal Boxes	Want Ads
Coupons	Iowa Driver's Manual
Signs in Actual Settings	Calculators
Recipes	Telephone Books
Time Sheets, Pay Stubs	Dice
Thermometer	Models of Human Body
News for You	Dictionaries, Encyclopedias
Grocery Ads	Work Schedules
Calendars	Employment Applications
1996 Money Management Calendar	Word Processing
Magazines	Cover Letters

Materials requested from our senators' and representatives' offices
Consumer health and directory information
Articles on elected officials

- General Competency-Based Resources Used
  Contemporary's "Correlation to CASAS"
  Steck-Vaughn "Guide to Competency-Based Education"
  CBE Functional Life Skills (Oregon)
  Ideas That Work for ABE (Oregon)
  Multi-Level Cooperative Learning Activities (Nebraska 353 Project)

- Publisher's Titles
  Contemporary
  - *Critical Thinking with Math (Reasoning & Problem Solving)*
  - *GED Math Problem Solver*
  - *Math Skills That Work, Books 1 & 2 (A Functional Approach for Life and Work)*
  - *Breakthroughs in Math, Book 2*
  - *Real Numbers*
  - *Calculator Power*
  - *Pre-GED Social Studies*
  - *Math and Problem-Solving Skills*
  - *Breakthroughs in Science*
  - *Reading Skills That Work*
  - *Communication Skills That Work*

  Scott-Foresman
  - *Reading - Life and Literature*
  - *Springboard - (Practical Reading Section)*

Steck Vaughn
Math Matters for Adults
Consumer Math
America's Government
Economics - Concepts and Applications
Connections - Life Skills & Mathematics
Connections - Life Skills & Writing
Maps, Globes, Graphs
Basic Essentials of Math
Scorebooster Series

Educational Design
Reading and Critical Thinking Book 1 & 2
Job Survival Skills

New Reader's Press
The New Oxford Picture Dictionary and Workbook

Special Needs
Life Horizons
Circles
Life Management Skills
Becoming Independent: Developmental Curriculum
The Instant Chef
STRETCH
Tips

- Guest Speakers
  Nutrition, Driver's License, Realtor, Job-Seeking Skills, Police Officer, Firefighters, Kindergarten Teacher, Nurse, League of Women Voters' Representative, Parenting Educator, English Professor, WITCC Representatives, and more. (See Attachment C.)

- Field Trips
  Public Library, Police Station, Job Sites, Community Sites, i.e., railroad crossing, restrooms, laundromat. (See Attachment C.)

- Instructional Strategies
  Student participation in advisory board meetings
  Students as team leaders
  Creating books for children
  Hands-on science experiments
  Interviews
  Computer-aided instruction
  Recording and managing lunch money

Using the telephone
Using the copy machine
Designing posters, flyers
Writing thank-you notes and appropriate letters
Group oral practice, often based on actual objects or situations
Journaling
Role playing
Relaxation techniques
Peer teaching/partnering
Large group reading and spelling exercises
Writing exercises
Cooperative learning activities
Workshops (See Attachment C.)

V. **CASAS Assessment Instruments Used**

- Tests for Special Populations
  Locator
  Levels 2A - 5A
- Life Skills Assessment: Reading, Math, Listening (ESL)
  Appraisal
  Levels A-D
- ESL Appraisal, Form 10
- ECS Appraisal, Form 130

VI. **Results of Pre/Post Assessment**

A. Number of students pre/post assessed as of June 1996 . . 107

B. Average Pretest/Posttest Scale Score Gains and Instructional Hours
Refer to Tables 1-4.

Note: Sites indicating "No Posttesting" are primarily new sites in which more instructional time is needed before posttesting, or are sites which experienced staff turnover.

Table 1: Life Skills Reading (Levels A-D)

Site	Pretest	Posttest	Gain	Instructional Hours
A	238.8	244.2	5.4	65
B	222.0	232.0	10.0	260
C	233.0	232.0	-1.0	171
D	206.0	214.5	8.5	173
E	No posttesting			
L	No posttesting			
M	228.0	233.0	5.0	50
Rounded Average of A-E, L and M				
	226	231	5	144

Site	Pretest	Posttest	Gain	Instructional Hours
F	215.0	222.0	7.0	50
G	No posttesting			
H	No posttesting			
I	No posttesting			
J	No posttesting			
K	208.0	223.0	15.0	88
Rounded Average of F-K				
	212	*223*	*11*	*69*

BEST COPY AVAILABLE

Table 2: Life Skills Math (Levels A-D)

Site	Pretest	Posttest	Gain	Instructional Hours
A	225.8	234.7	8.9	80
B	213.0	223.0	10.0	300
C	221.4	225.3	3.9	128
D	No posttesting			
E	No posttesting			
M	208.0	215.0	7.0	50
Rounded Average of A-E, M				
	217	*225*	*7*	*140*

Site	Pretest	Posttest	Gain	Instructional Hours
F	189.0	198.0	9.0	50
G	No posttesting			
H	No posttesting			
I	No posttesting			
J	No posttesting			
K	196.0	205.0	9.0	88
Rounded Average of F-K				
	193	*202*	*9*	*69*

Table 3: Listening (English as a Second Language)

Site	Pretest	Posttest	Gain	Instructional Hours
D	204.1	204.6	.5	173
L	No posttesting			

BEST COPY AVAILABLE

Table 4: Special Needs (Levels 2A-5A)

Site	Pretest	Posttest	Gain	Instructional Hours
F	198.0	204.0	6.0	60
G	No posttesting			
H	No posttesting			
I	No posttesting			
J	No posttesting			
K	167.0	182.0	15.0	88
Rounded Average of F-K	*183*	*193*	*10*	*74*

VII. Adaptability of CASAS to ABE Sites

The consensus of the teachers using or learning to use CASAS continues to be that CASAS proves to be well adapted to their instructional settings. This is significant in that the sites using CASAS are representative of the full-range of CASAS levels, from AAAAA (Special Needs) through Level D. What other assessment, using a common scale, adapts so well to the Adult Basic Education program that, as its mission, serves this continuum of levels?

Teacher Comments:

- Residential Facility/Work Activity Center Sites

"This program is great. Helps you find a starting place or level to start the student. Shows the weak areas that need to be worked on, and it monitors the student's progress. Having just started as an ABE instructor, I've not had the experience of using the CASAS assessment and tests. I'm very excited about using them. Next year I hope to have a lot of input."

"CASAS has been and continues to be very adaptable. There are so many ways to use the pretest info. You have concrete information that is open to many useful ways of learning it. Students seem to always show progress. One or two may not posttest well, then on the next

BEST COPY AVAILABLE

"post" really excel. Common sense is useful and needed to use CASAS also."

"With the multiple levels, CASAS is very adaptable at my site. I see various levels of students. Some of them will have a community job with support and others will stay in a shelter situation. The results give a good indication of the appropriate placement."

"One of the problems of using CASAS at this site is obtaining posttest scores for the annual report. Many adult students leave services with little or no notice. They become employed, drop out, change work assignments, or have health problems. Some are enrolled for computer literacy or other 'nontraditional' purposes beyond the 3Rs. Some are ESL/LEP students.

"Regardless of the problems with posttesting, CASAS is an **invaluable tool** for program and instruction planning, curriculum development, and evaluation. The list of competencies is very comprehensive and particularly useful in drafting Individualized Educational Programs, as well as Employability Development Plans."

- Self-Contained/Learning Center Sites

"CASAS appraisal and pretesting have been a part of my regular orientation process for most of the 90's. CASAS is adaptable to the regular ABE level classroom where we have always had a holistic approach to teaching. Posttesting continues to be more difficult in 'catching' students at the right time, etc."

"It is a good diagnostic tool . . .."

"Students feel comfortable with the test."

- English as a Second Language

"Easy to use . . . results vary a lot. The students view it as a big deal."

"I still don't understand how it's possible for individual students to have such dramatic drops in score on the posttest. This year no one did this on reading! But in listening which we probably do more of, 4 out of 8 students dropped, scoring -1, -6, -8, and -11 points! This is hard to explain to students in an optimistic way."

"Due to the nature and number of the population served (1106), it is difficult to test, and especially to post-test."

VIII. Inter-Agency Cooperation

- Promise Jobs/JTPA

  Partnerships among ABE, Promise Jobs, and JTPA continue to be strengthened, with CASAS being one of the strengthening agents. In addition to JTPA and Promise Jobs participation in the CASAS Norming Study, Promise Jobs staff continue to administer the ECS 130 Appraisal to the Promise Jobs participants. As one ABE teacher noted: "I believe Promise Jobs likes the idea of using a common assessment which makes sharing of information easier and helps limit the amount of testing done by students between agencies or different classroom locations."

- Residential Facilities/Work Activity Centers

  CASAS information has been shared with a number of work activity and residential facility personnel, including administrators, IPP teams, rehabilitation staff, work area/production managers and supervisors, resident service directors, nurse aides, and CASALA staff who supervise persons in apartments. Parents and family members have also been a part of the CASAS dialogue. The Department of Human Services, the Area Education Agency, the Department of Vocational Rehabilitation, and the local school system have also been involved in the dialogue.

  Teacher Comments:

  "CASAS was viewed by our C.A.R.F. accreditation surveyor as a very valuable tool in our vocational evaluation process. As a result we were given a three-year accreditation in an area that we had never been accredited in before. The agencies that receive the data felt that it provided an overall view of top and high priority level essential skills of the student."

  "The CASAS provides an accurate picture of skills that can be presented to parents, agencies, and students."

  "I have included the CASAS individual profile in all client main files and based programming on the competency goals and objectives - so any rehabilitation staff members and agencies involved in client staffings (Iowa DHS, Iowa Voc Rehab, Midsteps and group homes staff, parents of clients) have become familiar with CASAS. I also have used the CASAS to evaluate and develop program management plans for referrals from Promise Program, American Indian Council, and St. Luke's halfway houses.

"Senior . . . staff are favorably impressed; all others tend to be satisfied or have no particular opinion. Most agencies, group home supervisors, and parents do not have an understanding of the importance of pre and post evaluation in program planning. They think in terms of test scores expressed in percentages, academic skills rather than functional competencies, and traditional grade levels. They are, however, very impressed with the program planning which results from using the information and components taken from the competency lists."

"CASAS has been very impressive. I'm now able to say, 'When I do the CASAS assessment, I'll send you a copy.' They know what I'm talking about. They have also asked me about their abilities many times. I believe I've been taken more seriously at ICPs."

"It is still difficult to see much improvement in the very low functioning (AAAA). I need to work on that curriculum.

"I do run into problems with persons coming and going due mostly to hospitalization. That makes instruction a bit more difficult.

"At the facility 5 persons are phone receptionists; three are helping me in ABE (all being paid). CASAS helped show these persons they were more capable than they thought."

IX. Anecdotal Staff Observations

"Changing from using the Life Skills Appraisal to using ECS appraisal, results of which first show up on this year's CASAS report, has dramatically changed the number of students testing at the higher levels."

"The person giving the exam impacts the perception of those being tested. Our 'testing experience' was very positive, greatly due to the manner in which everything related to the testing process was presented. J. George did an excellent job!"

"I have observed a discrepancy in scores when students move to a higher level test. Often, for example, when a student moves from the top of Level C to a D posttest, the student will have a decrease in the scaled score."

"As a general assessment tool for disadvantaged adults (Vocational Success Program), exposure seems to be a significant factor. Economically deprived and lower socioeconomic individuals without much work history are often unfamiliar with the format of some items, and therefore, score lower. Following a brief explanation, they usually

experience no difficulty. The CASAS, however, is extremely important for VSP clients because it is a nonfunded program, and there is no referral information except for what is self-reported."

"Reading ability and comprehension appear to be critical to doing well in the math component of the CASAS assessments. Individuals with specific learning disabilities in reading are penalized in the math assessments. Is it possible to provide an audio tape of the math questions to accommodate this disability and obtain a more accurate profile?"

"Students that read poorly test lower in math than their actual level--and comprehension. Some other testing required."

"Each and every student improves somewhere. Maybe it isn't the statistics shown in the posttesting, but it's in the attitude, the confidence, the attendance.
- Goals are easier to define. (There can be one goal or many.)
- Student/Teacher both are enjoying class even more.
- Stress is placed basically on what he/she knows, even if it's not much.
- CASAS opens the door for positive instruction."

X. **Other Important Observations/Information**

A. Impact on ABE Programming

The incremental integration of CASAS at various ABE sites continues to have a positive impact on the WITCC ABE program. A common language is developing, not only among the ABE staff, but with other key agencies and partners.

B. Progress Toward Local Program Goals

Several goals for Year 3 were outlined in the Year 2 CASAS Pilot Site Report. This section cites progress toward meeting those goals.

Goal 1: Utilize resources for focusing curriculum development and instruction; i.e., IABSS, ABE students, the CASAS Competency List, OCAPA.

These and other resources were critically reviewed by staff on an ongoing basis throughout the year. Specific outcomes of this effort include 1) a Student Satisfaction Questionnaire (Attachment A); 2) a Personal Achievement Inventory (Attachment B); and 3) a rich offering of workshops, field trips, and guest speakers (Attachment C).

Goal 2: Evaluate the ECS Form 130 appraisal as an alternative to the Life Skills Appraisal, Form 30.

The ECS Form 130 has proven to be a more accurate placement tool than the Life Skills Appraisal, Form 30. Our program will continue to use the ECS Form 130 Appraisal.

Goal 3: Provide training to local ABE staff and other interested entities in the use of CASAS.

Six new staff were trained in the use of CASAS during the year. However, there is a need for follow-up training and sharing among all local staff.

Goal 4: Increase the number of sites using CASAS, e.g., upper-level ESL, workplace.

Students in one upper-level ESL class were assessed this spring. There is still a need for targeted instruction and post-assessment.

No workplace sites were established.

Goal 5: Pilot CASAS assessment at the local Department of Employment Services site, utilizing the Computer-Based ECS Form 130 Test Materials. This activity is part of the vision of developing an Employee Certification Program in conjunction with the Job Service Employment Council.

This pilot assessment did not evolve because 1) the computer-based ECS Form 130, although marketed, was not available until just recently, and 2) the uncertainty of the direction of the local Workforce Development Center.

Goal 6: Increase the number of posttested students.

A significant increase of posttested students in some sites and a slight decrease or none in other sites has resulted in only a slight increase in posttested students. The number will continue to increase, however, as more staff implement CASAS.

Posttesting does remain a challenge for reasons previously cited. Any "tips" would be greatly appreciated.

Goal 7: Implement a computer-based record-management system.

Is TOPS what we've been waiting for???*

*Tracking Outcomes for Programs and Students

C. Challenges

- The development and delivery of ongoing training
- Post Assessment
- Interpretation of the CASAS ESL Assessment
- Record management is all done by hand. This is especially taxing for programs with 50+ enrollees.
- Keeping up

D. Positive Outcomes of the CASAS Project

- The intra- and interstate networking across ABE programs and other key agencies
- The Iowa Adult Basic Skills Survey (IABSS)
- *A Workforce Basic Skills Norming Study of Iowa's JTPA and Promise Jobs Target Populations*
- The compatibility of CASAS with the ABE Standards and Benchmarks
- Significant learner gains
- The CASAS Pilot Site Report
- Assessment, curriculum, and instruction that is learner-centered and increasingly interactive and fun.

1 Casa 2 Casas

Western Iowa Tech Community College
Adult Basic Education

☺ Student Satisfaction Questionnaire

Because this program is here to meet your needs, your opinion is important! Your responses to the following statements will help the staff know what you like about the program as well as how it could be improved.

Please circle the response that best describes your opinion. If an area needs improvement, please feel free to write a comment or suggestion in the space provided.

E = Excellent G = Good F = Fair NI = Needs Improvement NA = Does Not Apply

1.	The staff (teachers, classroom aide, volunteers) are friendly and enthusiastic and treat me with respect.	E	G	F	NI	NA
2.	Staff members are willing to listen and help me when needed.	E	G	F	NI	NA
3.	The staff explain material clearly and thoroughly when I have a question.	E	G	F	NI	NA
4.	If I don't understand material one way, the staff members are patient and try to present it in a different form.	E	G	F	NI	NA
5.	I receive enough individual attention from the staff.	E	G	F	NI	NA

6.	The room is welcoming and comfortable to work in (lighting, furniture arrangement, temperature, bulletin boards, posters, etc.)	E	G	F	NI	NA
7.	I am able to concentrate in this room.	E	G	F	NI	NA
8.	Use of the computer was explained to me and I use it as needed.	E	G	F	NI	NA
9.	The *New Student Orientation* was a meaningful introduction to the program.	E	G	F	NI	NA
10.	Instructors help me with setting goals and how to achieve them.	E	G	F	NI	NA
11.	The workshops and field trips are helping me meet my goals.	E	G	F	NI	NA
12.	Instructors and I review and discuss my progress on a regular basis.	E	G	F	NI	NA

13. My achievements are recognized by the staff. E G F NI NA

14. I am learning from and working cooperatively with other adults. E G F NI NA

15. I would recommend this program to a friend or relative. E G F NI NA

16. How long have you been a student in the program? 1 month or less 1-5 months 6-12 months 12+ months

17. What was your first impression of the program?

18. What area(s) do you feel you have improved in?

19. What area(s) would you like more help in?

20. List one way that this program could be improved. (More if you want.)

Thank you!

Western Iowa Tech Community College
Adult Basic Education

(Attachment B)
Original Size: 8½ x 14

Personal Achievement Inventory

Name_____ Date _____

Classroom Site_____ Instructor(s) _____

The *Personal Achievement Inventory* is your opportunity to evaluate the progress you're making toward building your skills and *how you're using these skills*, not just in the classroom, but *at home, at work, and in the community.*

Directions: For each of the following statements, please check the appropriate response(s).

Imp = Improving NI = Not Improving NG = Not a Goal at This Time

Imp	NI	NG	LEARNING TO LEARN
			Developing my thinking and reasoning skills
			Making better judgments and life decisions
			Setting, prioritizing, and accomplishing my personal, educational, and work goals
			Identifying problems and finding solutions
			Managing my time better
			Using effective study and test taking skills

Imp	NI	NG	COMMUNICATION
			Following written and/or spoken instructions
			Asking questions if I need more help
			Organizing my thoughts before expressing them out loud
			Using the telephone and telephone book (to gather and locate information, conduct business)
			Listening to and trying to understand opinions different from my own
			Using appropriate behavior and language in a variety of situations

IMP	NI	NG	WRITING
			Organizing, developing, and expressing my ideas
			Writing complete sentences instead of fragments or run-ons
			Using appropriate capitalization, punctuation, and spelling
			Writing letters, memos, essays

Imp	NI	NG	READING
			Reading more on my own and understanding what I read
			"Reading between the lines" and obtaining meaning from what's "hinted at" (drawing conclusions, distinguishing fact from opinion, making inferences)
			Reading for everyday life, such as the newspaper, menus, TV and movie listings, maps, mall directions
			Locating information (schools, medical, government, child care, parenting, library, transportation)
			Interpreting and completing forms such as job applications, insurance, patient information, applications for housing
			Sounding out unfamiliar words

Imp	NI	NG	MATH
			Using whole numbers, decimals, fractions, and percents
			Using steps to help me solve a math problem
			Understanding weights and measurements (length, width, perimeter, area, volume)
			Budgeting and managing my money
			Comparing prices to determine "the best buy"
			Using savings and checking accounts and other banking services
			Interpreting paychecks, bills

Imp	NI	NG	EMPLOYMENT
			Learning about jobs and careers and the skills and education needed
			Developing skills for finding and keeping a job or getting a better job
			Learning cooperatively with others like a member of a team

Imp	NI	NG	COMMUNITY, NATIONAL, AND WORLD AWARENESS
			Making use of directions and maps to find or travel to places
			Becoming involved in school, neighborhood, and community activities
			Carrying out community responsibilities such as voting, jury duty, volunteering
			Respecting cultural differences

Imp	NI	NG	HEALTH
			Understanding basic principles for staying healthy (balanced diet, nutrition, hygiene, exercise, medication use)
			Knowing what to do in a medical emergency
			Developing a more positive attitude and self image

Imp	NI	OTHER PERSONAL GOALS

Western Iowa Tech Community College
Adult Basic Education/GED Preparation
Sioux City Site

Daytime Workshops Developed and Offered Since September 1995

Learning to Learn

- Team Power
- An Apple a Day
- Testing Success
- Think Positive
- Effective Study Strategies
- Turn Things Around (Guest Speaker)

Writing/Reading

- Sentence Sense
- Perfecting Paragraphs
- Capitalizing on English
- The GED Essay
- Write On!
- Write Right
- Read All About It
- News for You
- News and New Zealand
- The Road to Success

Math/Consumer Economics

- Fraction Action
- Decimal "Point"ers
- Making "Cents" of Percents
- Math Matters
- Problem Solving
- Balancing Your Budget
- Smart Consumers (You) Share Secrets
- Save $, Recycle, and Help Our Environment
- Budgeting and Money Management (Guest Speaker)

Health

- The Life You Save (Guest Speaker)
- A Healthier You (Guest Speaker—4 sessions)
- Fitness for You! (Guest Speaker)

Special/Community Awareness

- WITCC Campus Tour
- Hocus Pocus - Halloween Is the Focus
- Nature Center Tour
- A "Dickens" of a Time (Guest Speaker)
- Sioux City Public Museum Tour
- "Mammals of the Ice Age" (Field Trip)
- Is WITCC for You? (Guest Speaker)
- JTPA/Promise Jobs Opportunities (Guest Speaker)
- Woodbury County Courthouse Tour
- Find the Right Words (Guest Speaker)
- KTIV/Channel 4 Tour

WESTERN IOWA TECH COMMUNITY COLLEGE wit

Western Iowa Tech Community College
Adult Basic Education/GED Preparation
Sioux City Site

1995-96 Daytime Workshop Descriptions

Learning to Learn

Team Power (45 minutes)

Working as a member of a team is a vital skill required by employers, colleges, as well as in everyday life. "Team Power" activities will focus on sharing your skills and know-how with others. It's a powerful method of learning, and the interaction makes class fun!

An Apple a Day (1 hour)

This is a hands-on opportunity to learn about the classroom computers and the different software programs available for your use. Using the computer is an excellent way to reinforce your skills!

Testing Success (1 hour)

Take tests with the positive feeling that you are mentally and physically prepared! This workshop will help you become "test-wise" in reading and taking tests. You will also learn ways to remain calm and relaxed right before a test.

Think Positive! (45 minutes)

As an individual, you are important and have experiences that are unique. This activity will help you to begin to discover and build on the positive qualities you possess.

Effective Study Strategies (45 minutes)

Discover ways to maximize your reading and study skills! This video focuses on successful study how-tos such as organizing your work, managing time, preparing for tests, and more.

Turn Things Around (1 hour)

Guest Speaker: Nathan Hembd, Academic Foundations, Western Iowa Tech Community College

How can an adult with dyslexia succeed? Learn from someone who knows what it's like to see letters and numbers reversed. Nathan will share some of his own experiences as well as provide strategies for coping with learning differences.

Reading

The Road to Success

Tuesday & Thursday, 11-12

Literacy students and tutors come together to work on individual and group projects such as vocabulary development, phonics skills, reading, and writing for every day, such as reading a menu, writing a letter, check writing, using the newspaper. Guest speakers and field trips will be incorporated as appropriate. Enrollment is determined on an individual basis. Please see Trisha for further details or to see if this class will help you meet your needs.

Read All About It (1 hour)

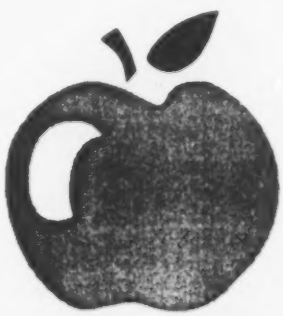
If you want to improve your reading, math, vocabulary and communication skills, AND study social studies, science, health and MORE, join this lively group that uses the *Sioux City Journal* as the "textbook."

News for You (1 hour)

Congress, Bosnia, Joe Camel, Hurricanes, Sports, Newt—Stay in touch with national and world events by joining this lively group that uses the up-to-date weekly edition of *News for You.*

News & New Zealand (1 hour)

In addition to studying "News for You," this month Barb Borchert will share her "New Zealand Adventure." Did you realize that New Zealanders are a day ahead of us, that they're entering their fall season now, and that they drive on the left side of the road rather than the right? Come join us and learn about this beautiful country on three islands.



Writing

Sentence Sense (1 hour)
Get comfortable with writing! Learn the basics of writing a sentence. This skill is necessary for being able to write a paragraph, a letter, the GED Essay, and more.

Perfecting Paragraphs (1 hour)
Will you ever need to write a note to your child's teacher or write a work memo? This workshop will help you organize your thoughts. It's to your benefit to be able to write clear complete sentences.

Capitalizing on English (ongoing)
This group is for adults who want to learn about English "from the beginning." Please see Barb Borchert for more information.

The GED Essay (1 hour)
How is writing an essay like a sandwich? In this workshop you will learn what the GED essay reader looks for in an acceptable, creative essay. Caution: You may get hungry!

Write On! (2 hours)
Learn strategies for evaluating your own writing and getting feedback from **yourself** first. This workshop will provide you with ways to ask yourself if what you've written is clear, organized, and effective.

Write Right (1 hour)
Do you have trouble getting your ideas down on paper? Learn new ways to improve your writing skills!

Math/Consumer Economics

Fraction Action (2 hours)
You will learn how to add, subtract, multiply, and divide fractions; find a common denominator; reduce to lowest terms; and more! It's to your benefit to know your multiplication facts.

Decimal "Point"ers (2 hours)
You will learn how to add, subtract, multiply, and divide decimals; and learn all there is to know about a decimal point! It's to your benefit to be able to accurately multiply and divide large numbers.

Making "Cents" of Percents (2 hours)
You'll really be able to figure out terrific sales as a result of this workshop! It's to your benefit to have a solid understanding of fractions and decimals.

Math Matters (ongoing)
This group is for adults who want to start with math "from the beginning." Please see Barb Borchert for more information.

Problem Solving *(2 hours)*
How do you eat an elephant? One bite at a time! Even though math problems can sometimes seem overwhelming, they can be successfully solved "step-by-step" (or "bite by bite"). You will learn to apply these successful strategies for solving life, work, and GED math problems.

Balancing Your Budget (1 hour)
Groceries, rent, utilities, gas, birthday presents, *Christmas. . .* How can you balance your expenses and save for the "extras"? This workshop will provide you with some tips on money management and how to keep track of "what's in the checkbook."

Smart Consumers (You) Share Secrets (1 hour)
Admission to this workshop is 3 written smart consumer tips that have worked for you! These will then be shared and discussed in this student-run group. A short video, *Tracking Your Spending*, will offer additional tips.

Save $$, Recycle, and Help Our Environment
Who doesn't want to save money and at the same time improve the world we live in??? Barb W. and Barb B. will share information on how we all benefit from recycling.

Budgeting and Money Management
Guest Speaker: Mary Snow—Woodbury County Extension Service
Mary will help you learn how to control your money instead of your money controlling you.

Health

The Life You Save. . .
Diana VanderKooi, an Emergency Medical Technician (EMT) and volunteer with the Merrill ambulance team, will discuss and answer questions about 911 and personal protection against communicable diseases. She will also bring a mannequin for demonstrating the Heimlich maneuver.

A Healthier You (45 minutes)
Guest Speaker: Aggie Gagnon, Woodbury County Extension Office
Are you concerned about healthy eating for you and your family? Familiarize yourself with the basic 5 food groups as well as learn suggestions for meeting the basic daily requirements. Determine:

- how to restrict fat and sodium in your diet.
- what makes food spoil.
- how to interpret the new nutritional labeling on food products.

Participate in the nutrition workshops being offered and eat your way to a healthier you in '96!

Fitness for You

Guest Presenter: Ellen Jackson

Being physically fit is as great for your mind as it is for your body! Ellen will address the importance of exercise and its positive impact on you.

Special/Community Awareness

WITCC Campus Tour

Are you thinking of going to college some day? Then come see and learn about the opportunities that Western Iowa Tech Community College has to offer. Transportation to and from Central Campus will be provided. Maximum 15 students. Check with one of the teachers to sign up.

Hocus Pocus - Halloween Is the Focus

Help the staff "brew up" some haunting activities. Edgar Allan Poe? Alfred Hitchcock? Costumes? Cider and Treats? Magic? Share your ideas with Barb, Barb, or Trisha. Why should the kids have all the fun?

Nature Center Tour

We've heard about this beautiful new facility near Stone Park. . .now's our chance to tour it! Find out what a nature center is and how it benefits you. Transportation to and from Central Campus will be provided. Check with one of the teachers to sign up!

A "Dickens" of a Time

"Bah! Humbug!" This expression was uttered by the character Ebenezer Scrooge in the book *A Christmas Carol;* the writer who gave life to this mean-spirited skinflint was Charles Dickens. Fortunately, our community is the home of a Charles Dickens expert, **Jan Hodge.** Jan, a professor at Morningside College, will informally share some of his knowledge about Charles Dickens and introduce us to a play he has written based on Dickens' second Christmas book, *The Chimes.*

Please share your special ideas for this festive day with Barb, Barb, Trisha, and Bev!

You merry folk, be of good cheer,
For Christmas comes but once a year. . .

Sioux City Public Museum Tour

Expand your knowledge of history, science, social studies, and more by seeing, touching, listening, and asking questions "on location" at the Sioux City Public Museum.

Transportation to and from Central Campus will be provided. Maximum 15 students. Check with one of the teachers to sign up.

"Mammals of the Ice Age" Exhibition

Sioux City is the perfect cold spot for these mammals! This special exhibition includes lifelike, LIFE-SIZE, animated models of seven mammals of the Ice Age. There will be no admission fee. Transportation will be provided; depart from Central Campus at 9:40 a.m. and return by noon. Sign up no later than **February 6.** Maximum 15 students.

Is WITCC for You?

Guest Speakers: Julie Scott, Penny Schempp—WITCC Student Services

Are you thinking that maybe you'd like to go to WITCC after earning your GED but you're unsure about how to go about it? Maybe you don't know what you might want to study. If so, this session is for you! Julie Scott and Penny Schempp from WITCC Student Services will explain the entrance requirements and counseling services available to help you.

JTPA/Promise Jobs Opportunities

Guest Speaker: Chris Jensen—WTICC/JTPA

Learn about opportunities for students available through JTPA and Promise Jobs at WITCC.

Chris Jensen will discuss issues involving career exploration, financial assistance, job-seeking skills, resume writing, and the student's role in fulfilling JTPA/Promise Jobs requirements.

This presentation will offer worthwhile information which might help you when making decisions about "life after the ABE/GED classroom." This is your opportunity to ask the questions!

Woodbury County Courthouse Tour

Did you know our own courthouse is recognized nationally? Come with us and learn more about its unique features, visit the law library, a courtroom, and learn more about trials and jury duty. Transportation will be provided; depart from Central Campus at 9:40 and return by noon.

Finding the Right Words

Guest Speaker: Kevin Grieve—Woodbury County Extension Service

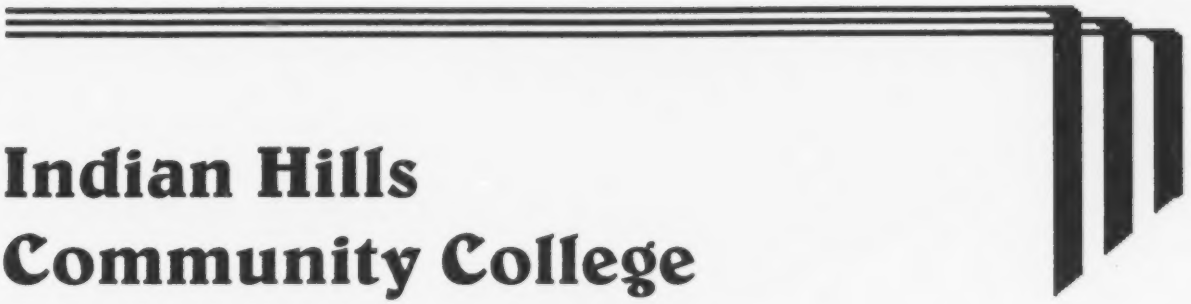
Do you ever feel awkward when meeting someone new? How should you act? What do you say when someone pays you a compliment? Kevin will offer suggestions for effective communication skills needed when interacting with friends, family, co-workers, the "boss."

KTIV/Channel 4 Tour

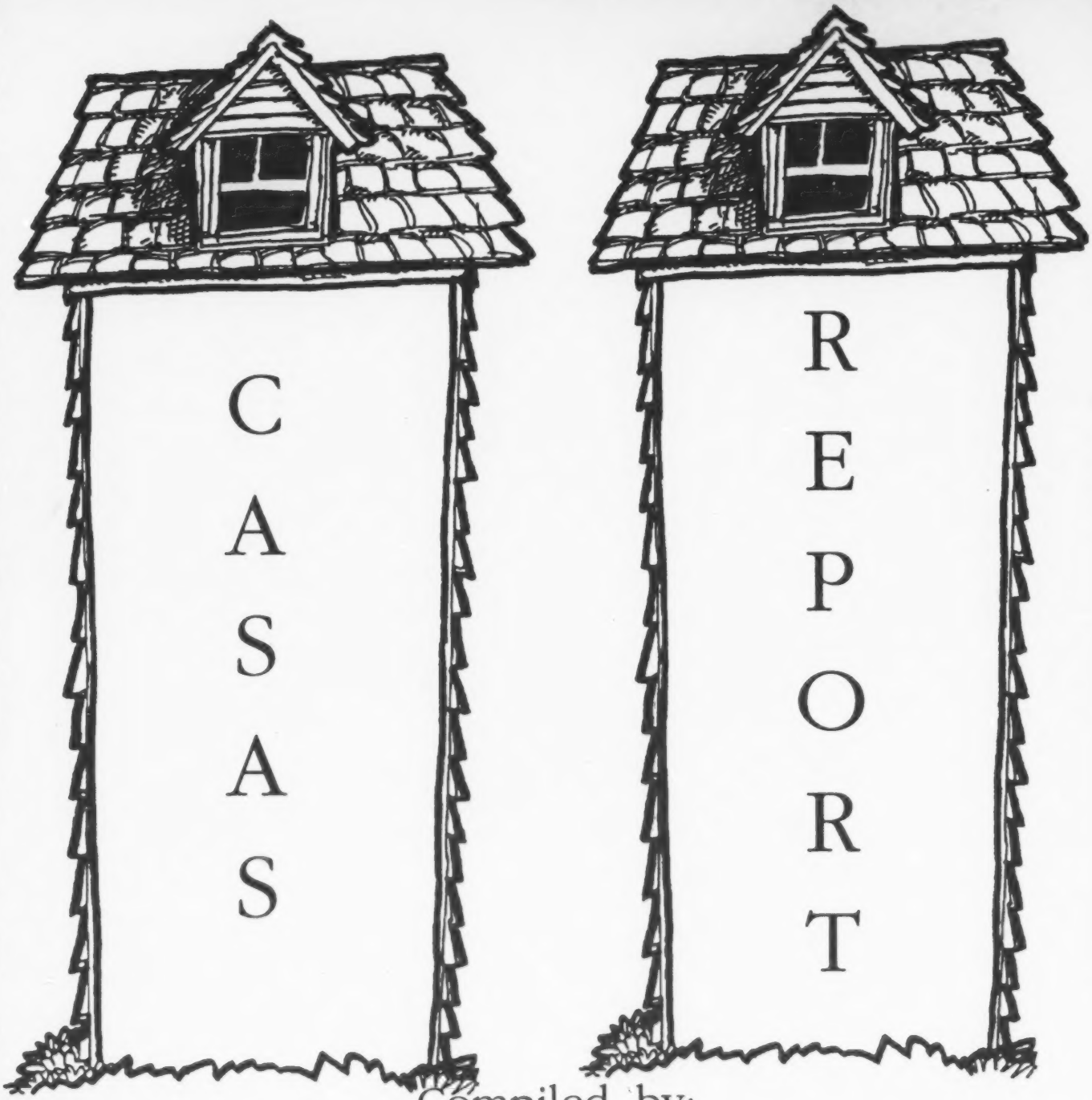
What's it like "behind the scenes" of a television station? How is local news, weather, and sports information gathered and made to fit in a half hour? Let's go "on location" and find out. Transportation will be provided; depart from Central Campus at 9:45 a.m.; return by noon. Maximum 15 students on the WITCC van.

WESTERN IOWA TECH COMMUNITY COLLEGE

wit



Indian Hills Community College



Compiled by:
Cindy Burnside
CASAS STATE TRAINER
Indian Hills Community College
Ottumwa, Iowa
July 10, 1996

CASAS Pilot Site Report
Indian Hills Community College
Adult Basic Education
1995-1996

I. Type of Locations and Number of Teachers

Sheltered Worksites
- Ottumwa----------6
- Bloomfield-------2
- Fairfield--------1
- Albia------------1
- Chariton---------1
- Sigourney--------2
- **TOTAL**_____13

Residential Care Facilities
- Ottumwa----------6
- Bloomfield--------3
- Oskaloosa---------3
- Keosauqua---------2
- Fairfiled---------3
- **TOTAL**_____17

GED/ABE Learning Sites
- Ottumwa----------4
- Centerville-------3
- Fairfield---------1
- Chariton----------1
- Corydon-----------1
- Bloomfield--------2
- Keosauqua---------1
- Sigourney---------1
- **TOTAL**_____14

Job Opportunities Center
- Keosauqua---------1

Residential Correctional Facility
- Ottumwa----------1

Family Literacy
- Ottumwa----------1

Workforce Training
- Area 15----------5

TOTAL NUMBER OF LOCATIONS_____23
TOTAL NUMBER OF TEACHERS_____52

III. Level of Students Involved

ABE Level	CASAS Level(s)
Pre-Literacy	5A to Pre A
Beginning Basic Skills	A
Intermediate Basic Skills	B
Advanced Basic Skills	C
Adult Secondary	D
Advanced Adult Secondary	D+

IV. Types of Curriculum Materials Used

A. Learning Center: Students are guided into materials and appropriate learning opportunities based on their interests and needs.

The lessons taught in our group time have practical applications for the students. Examples of real-life materials include:

Ottumwa Courier
Maps
Political cartoons
Rulers
Iowa Driver's Manual
Globe
Graphs
Voter's Guide
Coupons
First Aid Manual

Special programs have included speakers on nutrition, stress, budgeting, etc., from the Extension Service, and a visit from the public health nurse.

*General Competency-Based Resources Used:
Contemporary's Correlation to CASAS
Steck-Vaughn Guide to Competency-Based Education
Ideas That Work for ABE (Oregon)

* Publisher's Titles
Contemporary
Critical Thinking with Math (Reasoning and Problem Solving)
GED Math Problem Solver
Math Skills That Work, Books 1 & 2 (A Functional Approach for Life and Work)
Foundations for Math, Science, Social Studies, Reading
Reading and Critical Thinking in the Content Areas
Real Numbers
Number Power 1 - 8

* Steck-Vaughn
  Working With Numbers - Refresher
  Basic Essentials of Math Book 1 & 2
  Vocabulary Connections - A Content Area Approach, Levels C - H
  The Wonders of Science
  Economics - Concepts and Applications
  Maps, Globes, Graphs

B. TENCO Industries:

*TENCO Industries in Ottumwa has developed 15 class curriculums for the instructors to follow or use as a guide. In addition to these curriculums, TENCO teachers have made their own classroom teaching materials based on our CASAS testing. We develop activities and outings that relate to specific competencies. We order and have access to workbooks from Steck-Vaugnn, New Readers Press, Contemporary Books, Inc., News for You paper and others. We have the Area Education Agency as another resource available to us where we check out books, videos and software packages. We have used the Wapello County Extension Service as another source for materials. Public libraries, maps, globes, city bus schedules, and many city businesses and community resources have been used or visited.

C. Highland Place:

Helping these residents to gain skills relevant to improving their "real life" functions, an elevated effort is made to include materials that transfer "school" (or academic learning) to daily life situations. Many lessons focus on small group or individual learning, and many lessons have been created for target needs by the instructors.
Examples of situational materials include, but are not limited to:

a)
- change of address forms
- nutrition guides
- bank applications
- utility bills
- home safety guides
- rulers/measuring cups
- coupons/store ads
- remote controls
- job applications
- AEA computer programs
- consumer information
- nature videos
- food product labels
- grocery lists
- city guides/maps
- "fake" money
- bank account forms
- bus schedules
- phones/phone books
- newspapers
- restaurant menus
- city library
- appliance controls
- clothing care labels

b) Specific curriculum:
Kansas Competency System: Functional Reading and Math Curriculum Material
Project MAPP (Maryland Adult Performance Program)
Specific Publishers:
Contemporary Books: Lifescenes - Life Skills: Reading and Writing for Comprehension; Life Skills: Developing Consumer Competence; Amazing Century (Books I - IV); Reading Skills That Work; Math Power Books, and GED materials.

c. Steck-Vaughn: Reading Skills for Adults; The Wonders of Science; Working Makes Sense; Math Matters for Adults; Working with Numbers; Gateways to Correct Spelling, Maps, Globes, and Graphs, and GED/CASAS materials.

C. Activities such as grocery/consumer-need shopping, cooking/baking, banking, social gatherings (picnics, city-sponsored activities, etc.) trips to the library, garage sales, and bus rides also supported the curriculum.

V. CASAS Assessment Instruments Used

Tests for Special Populations
Locator
Level AA (Form 310,311)
Level AAA (Form 320-321)
Level AAAA (Form 330,331)
Level AAAAA (Form 340)

Beginning Literacy
Level Pre-A (Form 27, 28)

Life Skills Assessment: Reading and Math
Life Skills Appraisal, Form 30
Level A (Form 31, 32)
Level B (Form 33, 34)
Level C (Form 35,36)
Level D (Form 37,38)

Employability Competency System
ECS Extended Appraisal (Form 130)
ECS Assessment: Reading and Math
Level A (Form 11, 12)
Level B (Form 13, 14)
Level C (Form 15, 16)

Critical Thinking for Employment

Secondary Diploma Program Assessments

VI. Results of Pre/Post Assessment

A. Number of students pre/post assessed as of June 1996: 1063

B. Average Pretest/Posttest Scale Score Gains and Instructional Hours

Table 1: Special Needs (Non-Reading) Below CASAS 200
Average Instructional time: assessed once a year in May.

Pretest	Posttest	Gain
175.5	179.5	4

Table 2: Life Skills Reading (Levels A-D)
Average Instructional Hours 60

Pretest	Posttest	Gain
224.4	232.7	8.3

Table 3: Life Skills Math (Levels A-D)
Average Instructional Hours 60

Pretest	Posttest	Gain
216.4	222.8	6.4

VII. Adaptability of CASAS to ABE Sites

Learning Center: We believe that CASAS adapts well to our instructional setting. The CASAS testing system gives us a full range of levels; there is no other testing program as complete as this. We are able to more accurately assess the needs of our students. Each student has suitable objectives for him/herself. We have used Daily Oral Language and News for You in our group sessions, and we have five copies of the local newspaper delivered each day we have class. It is used often as a lesson for group activities.

TENCO: TENCO teachers are used to adapting materials to suit their classroom subjects and student's abilities, since it is sometimes hard to locate adult low-level materials that are meaningful, yet interesting. Therefore, we have no problems adapting CASAS materials into our program.

Highland Place: The adaptability of the CASAS program is significant to Highland Place. The pretests and appraisals/locator tests are not standardized for time, due to the specific needs of our consumers. The tests show specific competencies that are often included in goals which the consumers need to focus and work on for IPPs and personal gains.

However, certain situations cause a delay in utilizing CASAS and its specific competencies as a form of needs assessment and instructional tool. The tests are usually adaptable for consumers who may be functioning at different levels on different days due to their individual situations. In these circumstances, the tests have been administered over a time period ranging from one week to well over a month. The test is easily stopped and later retasked for consumers who face re-hospitalization or other circumstances that delay a continuous session. Some consumers have steadfastly refused to participate in the CASAS project, yet the competencies are easily managed and manipulated to guide needs assessments for most consumers, based on previous observations, personal interviews, and natural assessment techniques.

VIII. Inter-Agency Cooperation

Learning Center: Promise Jobs and JTPA have accepted the CASAS tests as valid testing measures. Other agencies that we serve are Vocational Rehabilitation, youth shelters, high school, a group home for men under the age of 18, and correctional facilities. Since we all use the same tests, we have a common ground and a common vocabulary to use when we discuss students who may pass from one agency to another.

TENCO: Inter-Agency cooperation has been good. TENCO deals with some of the same students that Highland Place, which is a Residential Facility, and the Learning Center does. Good cooperation eliminates the problem of "over-testing" students. One Agency may call upon another one to get CASAS test results on a particular student rather than retesting them. When one Agency wants results on several students at a time, then this can run into a question of time.

Highland Place: Other agencies shared information on the CASAS project. TENCO, the sheltered workshop, community-based apartments, and the Learning Center worked with Highland Place. By sharing information, results, needs assessments, and materials, a bond was created to better serve the needs of our consumers, whether they lie at the local sheltered workshop, in community-based settings, or at our facility.

IX. Anecdotal Observations During Pilot Test Phase

Learning Center: We would like to see additional forms on the same level be available. Some of our students do not complete a level within a year of instruction and we would like to be able to posttest again in the same level.

TENCO: CASAS has worked for TENCO Industries because of the understanding and support given by the TENCO Staff.

It is so hard to follow all the students who take a pretest through to a posttest one year leter. Many students leave the program for various reasons.

Some of our negative gain was due to medication changes in several students. This affected our averages and gains. Other students didn't want to be tested and hurried to complete.

Many of our students have been moving out into the community into their own apartments, which has caused them to be preoccupied and very stressful about moving. They do not do as well on their posttests as they did on their pretests. Hopefully their stress problem is short-term.

We notice students leaving their math questions blank more often than their reading questions, just because they are afraid they will be unable to figure them out correctly. They choose to not even answer at all, leaving several questions unanswered.

Highland Place: CASAS has proved to be an excellent way to find out the academic level of our clients and target their weak points with emphasis on instruction in that area.

Clients appreciate the fact that they get tested at a level suitable to their skills and are very encouraged.

It is an excellent way of testing for living skills as we have no way of knowing whether these residents are able to read road signs, warning signs, or follow written directions outside of our facility.

It is good because it tests many different areas at many different levels.

Based on where we work, the tests may not be valid, due to the consumer's illnesses. If they are not feeling well, they don't do well.

It helps show weaknesses and strengths that we may not know any other way.

The CASAS assessment is so very specific that is has made selecting instructional materials easy. Students like to see the progression of moving from one level to the next and it is a great self-esteem boost for them.

Because we work with a unique and diverse group, CASAS provides a way of grouping topics (competencies) in such a manner that it can be taught to most anyone, regardless of his or her level of comprehension.

X. Other Important Observations/Information

Learning Center: We have noticed that many older adults who take the CASAS tests score higher on them than they do on the GED pretests. Younger adults tended to score lower on the CASAS tests and higher on the GED pretests. We concluded that since the younger adults have most recently come from a setting where they have been given standardized-type tests, they will tend to do best on the GED pretests. The adults, who often have many years of life experience, do better on the life skills-type tests that CASAS offers.

Highland Place: Due to the variety of needs which our clients possess, CASAS seems invaluable. Several clients have mentioned how good it is to get a "high score" when they see the scaled scores, regardless of individual levels.

Because most of our clients are greatly lacking in social and academic skills, the variety of competency areas is greatly appreciated.

The test itself provides a means and sense of accomplishment to those who never might have experienced that fulfilling sense of successfully completing a task.

ACKNOWLEDGEMENTS

I wish to thank all the dedicated teachers who helped make this report possible. With three years of CASAS under our belts, we are seeing the benefits of using this system to help our students achieve their goals and see results in their pre/post assessments.

"Society is composed of three kinds of people: a few who make things happen, many who watch things happen and the majority-who have no idea what happened" Our ABE Program Director, Joan Rourke, has been the driving force behind our CASAS implementation and success. She's one of the few who make things happen. Thanks Joan!

Respectfully submitted,

Cindy Burnside

Cindy Burnside, CASAS State Trainer

CASAS EVALUATION PRE-TEST

_____ is a fifty-six year old single woman. Ms_____ living history includes Woodward State Hospital, residential care facilities and hospitalizations. Ms____ educational history includes no formal education, no involvement in any educational programs; Ms_____ is charted as having an IQ of 36 and is unable to read or write.

Ms____ was given the CASAS Special Needs Assessment. The lowest level of pre-test, 5A was given with the following results: Raw-3 Scaled: 114.

The interpretation of scale score 114 indicates that Ms_____ can recognize oral or signed names and use of actual objects and some two dimensional photos. Can discriminate up to three objects, sex, large verses small size. More specifically, using the test items, Ms____ can recognize pictures of the following items: money, broom and medicine. She had difficulty with identifying pictures of the following: toothbrush, television, toilet paper, items to comb one's hair, a bed, a table, pants, a fork and a shirt.

Recommendations for Ms____ include skills related to identifying these objects, learning days of the week and possibly the alphabet.

_____

Carin Daly, ABE/ILS, IHCC
CD/jb

CASAS POST-TEST EVALUATION

Mr._____ is a thirty-four year old single male. His education history includes special education classes; however, he did not complete high school. Mr._____ living arrangements have varied, ranging from care facility placements to hospitalization prior to his placement at Highland Place.

The CASAS level AA test, form 311 was administered as the post-test. Mr._____ responded, gesturing and verbalizing chosen answers. The results of the post-test are as follows:

Raw (15)
Scaled (182) change (+16)

The results indicated that Mr.____has no difficulty with identifying bus by number; oven set in the "off" position, cup is half-full, objects of the same size, tags that are arranged from largest to smallest, the number 10 is larger than 20, state of residency, "Go in there". He can read a digital clock, social security numbers, temperatures, "Enter"and "Exit". He can make change for a purchase, add money and numbers.

Recommendations for Mr._____ include:

* identifying tools used to planting
* identifying the clock the indicates "Almost time for lunch"
* identifying which door "we go in here"
* identifying/reading an appointment card
* counting up to 20
* identifying coins that are all the same
* appropriate interview behaviors
* counting by 10's to 100
* recognizing "How much is three $5 bills?"
* identifying what a job application asks for (job experience)
* reading/identifying clothing size
* reading/identifying signs and directions (cost per load of laundry)

_____

Carin Daly, ABE/ILS, IHCC
April 16, 1996

WORKPLACE EDUCATION; BASIC PRINCIPLES
From A Union Approach to workplace Education

WORKPLACE EDUCATION IS PREPARATION FOR CHANGE.

* Because the workplace is changing so fast, new skills are continually needed. This process of change and this need for new skills is not a temporary shift, it is the look of the workplace of the future, where continuous improvement and lifelong learning will go hand in hand.

WORKPLACE EDUCATION INVOLVES NEW SKILLS.

* The goal of workplace education is not to train the workers to do a specific job, but to help workers learn skills that will allow them to change as their job changes.

* Learning to learn and learning how to deal with change have become the basic skills of the next century.

WORKER-CENTERED LEARNING WORKS BEST.

* The goal is to design programs that work and to involve the workers (who will be the users of the program) at every stage of the planning process to help tailor the program to the learning strengths and needs of the workforce.

* This model of developing the workplace program mirrors the desired outcome of the program: a workforce that can work cooperatively and effectively in the new work systems that are being introduced.

SOCIAL SUPPORT & SUPPORT SERVICES MAKE PROGRAMS MORE EFFECTIVE.

* For many workers, returning to a classroom setting is difficult. Many workers have not been required to use basic skills on the job, and their skills are rusty, they have been out of the classroom for years and are often reluctant to get involved in training programs. Support services can help them be successful: tutoring, learning and study support groups, educational counseling, and peer advocacy.

* Programs should build on the knowledge workers have and recognize the way learning styles of workers differ and the services be provided in a way that reinforces pride and dignity.

JOINT LABOR-MANAGEMENT PROGRAMS WORK BEST.

WORKPLACE ANALYSIS BASIC SKILL NEEDS
COMPANY D-CENTERVILLE

ORAL COMMUNICATION SKILLS

- Talk with other workers (at each shift change)
- Ability to comprehend verbal instructions
- Ability to describe job functions
- Ask questions about job functions
- Communicate and rectify mistakes
- Give direction
- Follow oral instructions
- Command of job specific and technical vocabulary

READING SKILLS

- Read and interpret safety signs
- Specific vocabulary for Company D
- Identify abbreviations and symbols specific to the job
- Skim and scan for pertinent information
- Follow sequential directions from job specific manuals
- Read and interpret pictorial drawings, labels and schematic diagrams
- Reasoning (cause/effect, evaluating information)

WRITING SKILLS

- Accurately fill out time cards
- Take telephone messages accurately

COMPUTATION SKILLS

- Perform math operations using the mat tec keyboard
- Perform computations of addition, subtraction, multiplication, & division
- Interpret ratio & proportion, e.g., preparing mixtures
- Read & interpret measurement on gauges
- Identify fractions in progressive sizes (as in drill bits)

CRITICAL THINKING SKILLS

- Demonstrate ability to differentiate, sort, & classify information
- Identify effective problem-solving strategies
- Solve problems & arrive at decisions as a team member in a work setting
- Demonstrate ability to apply\transfer skills learned in one job situation to another

PROCESS FOR BASIC SKILLS TRAINING, ASSESSMENT & PROJECTS

I. Initial meeting with the company
   * company states needs/goals
   * explain to them how IHCC can help to determine and meet company needs-why WLS works
   * discuss workplace analysis
   * discuss employee assessment-positive recruitment
   * discuss labor/management education steering committee-how & why it works
   * set date for next meeting & company tour

II. Tour of the company/business
   * follow up letter

III. Set company objectives & educational needs & goals
   * commitment for workplace analysis
   * set a date to do the analysis
   * provide company with WLS process sheet & general time line

IV. Outline process (complete a letter of agreement for cost of workplace analysis)
   * send letter & secure signatures

V. Do the workplace analysis

VI. Within 10 days, report analysis results to the company, plan possible classes & customized curriculum
   * provide proposal & letter of agreement to company

VII. Assist the company with recruitment, incentives and positive approach toward the employee assessment

VIII. Set a schedule
   * for employee assessment
   * for counseling
   * classes:
     times/ dates/ weeks/hire teacher
   * create training proposal & secure signatures

IX. Conduct employee assessment
   * provide individual counseling to employees within_____days
   * evaluate system

X. Schedule & provide training within _____weeks of assessment
   * evaluate training
   * determine other training needs

WORKPLACE PROJECT OBSERVATION

* Basic skills can not stand alone, but needs to be part of a training plan

* Joint sponsorship: what are the benefits for workers, union, management, company?

* Form a labor-management education committee

* Needs drive the training

* Set up a workplace education/training program thats ongoing

* Basic skills training should be the first step

* Worker-centered learning

* Report results of assessments to workers with one to one counseling

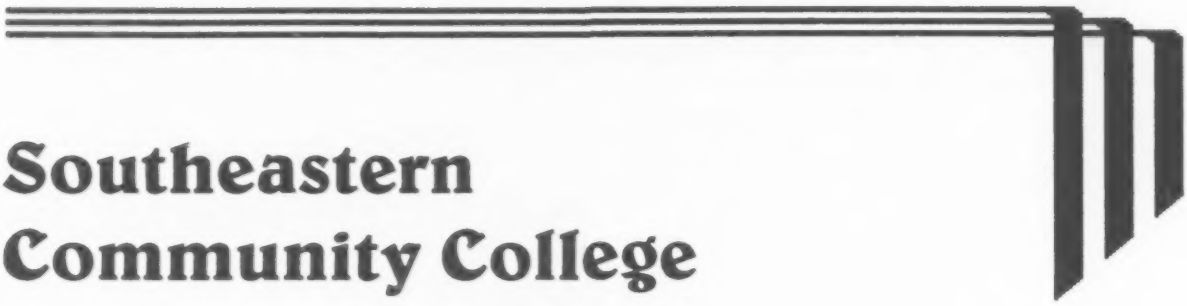
* Volunteer classes have less resistance and have good attendance when the worker understands the complete training plan and what comes next.

* Mandatory classes have good attendance when they are on company time, at the location of their job, with meaningful results tied to a training plan.

* Develop and use workplace-specific curriculum

* Teacher/facilitator should get to know the workplace and work culture

* Learn all you can about the business world and different workplace learning projects, attend conferences specifically for the workplace, know the sources of information on workplace education at the local, state and national levels.



Southeastern Community College

CASAS Pilot Site Report
Adult Basic Education
Southeastern Community College
1996

Southeastern Community College (SCC) began its exploration of the Adult Student Assessment System (CASAS) as part of an Iowa pilot project in fiscal year 1994. Staff development programs provided the means of introduction to this system.

1. Additional orientation and training programs were conducted in FY 1995.

2. Instructor participation was voluntary.

3. Community orientation programs were conducted and reference and supplementary materials were made accessible to instructors, coordinating agencies and community/outreach personnel.

During FY96, project activities were challenged due to turnover in several staff positions and, in our upcoming year, we will renew training efforts. Currently all sites use CASAS to varying extent. The following data was compiled from the four sites utilizing the system most thoroughly during this fiscal year.

I. Locations

Work Activity/Residential	1
Learning Center — ABE/GED	1
Predominantly Rural — ABE/GED	1
Predominantly Urban — ABE/GED	1

II. Numbers Involved in Pilot

ABE Coordinator	1
Teachers	4
Support Staff	1
Students	101

III. Level of Students Involved

The students at one of the sites were in the Special Education category, Levels Pre-A through AAAAA. Students at the remaining sites were persons preparing for the GED exams or building skills. These students ranged from Beginning ABE to Adult Secondary, CASAS Life Skills Levels A through D.

IV. Types of curriculum materials used in the project

Most instructional materials are purchased from Contemporary, Steck-Vaughn and Glencoe, which are adapted and incorporated into the AGE/GED classrooms. Contemporary's Correlation to CASAS and Steck-Vaughn's Guide to Competency-Based Education have excellent resources for locating available materials. The CASAS STRETCH Curriculum is available as a resource for the special populations classrooms. Modification and development of ideas has occurred with existing purchased materials from publishers of curriculum materials specific to ABE and special needs adult students.

Of most significance to classroom use are materials which are also drawn from students' environments. Included are local maps, school schedules, bus schedules, job application forms, work related forms, coupons, area newspapers, magazines, junk mail, telephone bills, Iowa Driver's Manual, favored magazines, etc.

V. CASAS Assessment Instruments Used

Tests for Special Populations
Locator
Level Pre-A
Level AA (Forms 310, 311)
Level AAA (Forms 320, 321)
Level AAAA (Forms 330, 331)
Level AAAAA (Forms 340)

Life Skills Assessment: Reading and Math
Life Skills Appraisal, Form 30
Level A (Forms 31 and 32)
Level B (Forms 33 and 34)
Level C (Forms 35 and 36)
Level D (Forms 37 and 38)

Employability Competency System: Reading and Math
ECS Appraisal, Forms 100, 120 and 130
Level A (Forms 11 and 12)
Level B (Forms 13 and 14)
Level C (Forms 15 and 16)

VI. Results of pre and post-testing

Special Populations - 1 site (Eagle Summit)

Life Skills - 3 sites (Learning Center, Wapello and Ft. Mad. Library)

	Number Tested	Pre-Test Scores	Post-Test Scores	Gain	Instructional Hours
SPECIAL POPULATIONS					
Site I (Eagle Summit)					
Reading	59	223			
Math	59	208			
LIFE SKILLS					
Site II (Learning Center)					
Reading	35	239	243	4	40
Math	35	240	244	4	40
Site III (Wapello Methodist Church {rural})					
Reading	39	237	250	13	32.5
Math	39	219	240	21	32.5
Site IV (Ft. Madison Library {urban})					
Reading	11	243	250	7	30
Math	11	232	244	12	30

Employability Competency System has been implemented at some sites, but definitive figures are not available for reporting purposes. To date, SCC has no experience with CASAS ESL or WLS.

VII. Adaptability

CASAS is well adapted to most settings. The system provides for assessment of the full range of levels and serves students entering our program from diverse backgrounds. However, this is one of several instruments available to SCC instructors.

VIII. Inter-agency cooperation

There are varying levels of acceptance among agencies. In some, agency personnel and SCC instructors work closely to coordinate efforts and rely heavily on the results of the CASAS assessments for determining goals and appropriate programming approaches with clients. Internal forms as well as some of the CASAS information collection forms have been adapted for most effective utilization by agency personnel and instructional staff.

Several sites have held back on full implementation as systems challenges have been addressed at the various sites. Internal inservice programs have been provided to direct care staff and professionals from other disciplines and most of the facilities continue to explore CASAS utilization. While several ABE instructors include CASAS in use with JTP students, there is currently no state-wide JTP conversion.

IX. Anecdotal observations

We appreciate that CASAS not only accepts but encourages adjustments for the most useful and effective local reporting and programming.

This rural program is challenged to provide the multiple training sessions necessary to familiarize all of our instructors with each of the components. (Special Populations, Life Skills, ECS, WLS)

Post-testing in the ABE/GED setting is difficult as students consider attainment of the GED to be their goal and do not return for post-testing.

The adaptability of the CASAS system is appreciated. SCC's ABE program serves diverse populations, each with its own characteristics and needs. CASAS is readily adapted to requirements of individual students, instructors and classes.

X. Other observations

CASAS as a system is valued since it provides a method to specifically link each of the steps from assessment and pre-instruction to outcomes.

With the anticipated state-wide availability of a computerized system for reporting, experience with CASAS has given us an excellent backdrop from which to upgrade services and provide valuable documentation as part of a state-wide accountability system.

Submitted by

Donna Norris
Program Coordinator

Appendix A

Guidelines for Submission of CASAS Pilot Site Reports

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
TED STILWILL, DIRECTOR

MEMO: 96.028

DATE: April 24, 1996

TO: CASAS Pilot Site Coordinators

FROM: Bureau of Community Colleges

SUBJECT: Guidelines for Submission of CASAS Pilot Site Reports

This memorandum is to provide guidelines for submission of the CASAS Pilot Site Reports. Two copies of the report should be sent to me by **July 15, 1996**. In writing the report, be comprehensive in scope but concise and to the point. In addition to the report, please send any copies of materials that have been developed by your project. The report should cover the following areas:

1) Type of location in which the CASAS Pilot Site is conducted (i.e. corrections, learning center).
2) The number of students, teachers and support personnel involved in the Pilot Site project.
3) The level of the student involved in the project (i.e. ESL ABE Level I, II or III GED).
4) The types of curriculum materials that were used.
5) The specific type of CASAS assessment instruments that were used.
6) The results of pre and post-testing with an indication of the average amount of time between pre/post and the average gain on the CASAS scale.
7) Adaptability. How adaptable are the CASAS materials to the specific pilot site location?
8) Inter-agency cooperation. What other agencies were involved in the Pilot Site and how successful were the CASAS materials to the adaptability of the agency clientele?
9) Anecdotal observations. Please list the important observations that instructors and/or Pilot Site coordinators observed during the pilot test phase. This is important since it will give an insight into the key observations that teachers and faculty made about the adaptability of CASAS.
10) Other observations or other information that you feel would be important to include in your report.

(OVER)

GRIMES STATE OFFICE BUILDING / DES MOINES, IOWA 50319-0146
FAX (515) 242-5988

Given the diversity of the different CASAS Pilot Site Projects, the guidelines are generalized to serve as a reporting format. Your individual report should reflect your own writing style and include other sections that you feel are important. The main criteria to follow, in drafting your report, is to write in a clear, concise manner. Please keep your report under ten pages.

The report needs to be submitted on "camera ready copy" format. Please follow the style that Kirkwood Community College or Western Iowa Tech Community College utilized in submission of their first year CASAS reports. Refer to the appropriate sections of the report entitled: *Iowa CASAS Pilot Project Reports: An Initial Evaluation of CASAS Effectiveness in Iowa's Adult Basic Education Programs*, (September, 1994) for an example of their style.

If you have any questions, please contact me.

Sincerely yours,

John Hartwig, Consultant
Bureau of Community Colleges

JH/bse